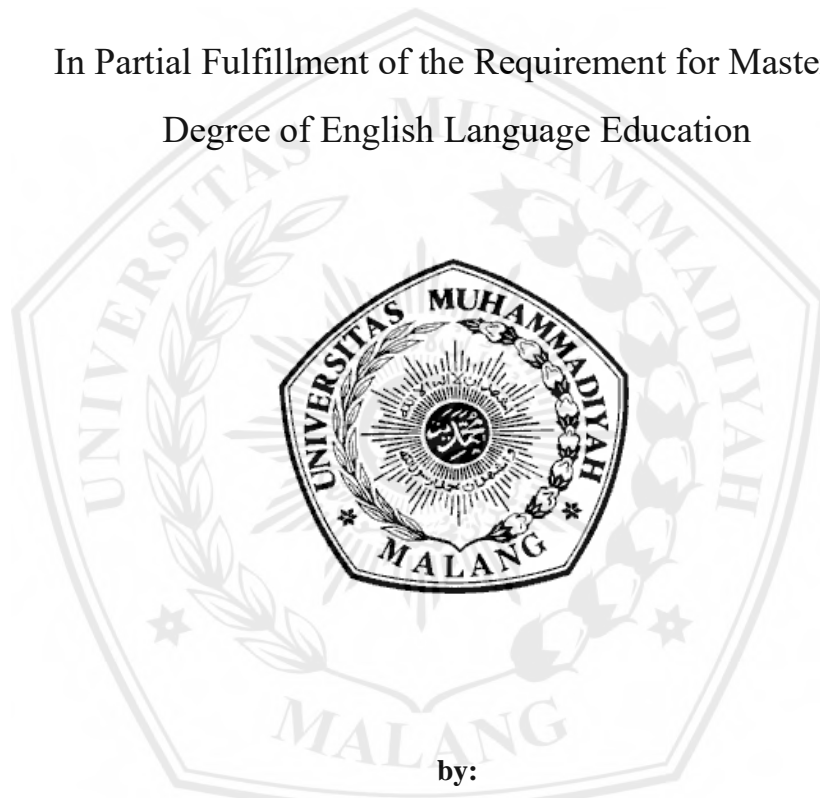


**INITIATION, RESPONSE, AND FEEDBACK (IRF) PATTERNS USED BY THE
TEACHERS AND LEARNERS IN ESP SPEAKING CLASSES AT
THE UNIVERSITY OF MUHAMMADIYAH MALANG**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:

OKTAVIANA M.F.Q. BOBE

201610560211007

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG**

July 2018

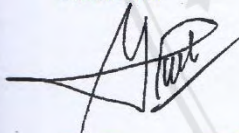
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Proposed by:

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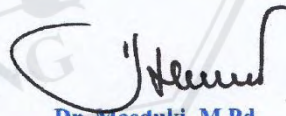
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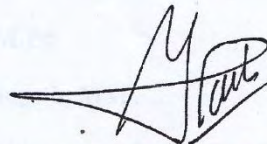
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Has been examined in front of examiners
On **Monday, 23 Juli 2018** and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

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LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

1. The thesis entitled : **INITIATION, RESPONSE, AND FEEDBACK (IRF) PATTERNS USED BY THE TEACHERS AND LEARNERS IN ESP SPEAKING CLASSES AT THE UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

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The Writer,



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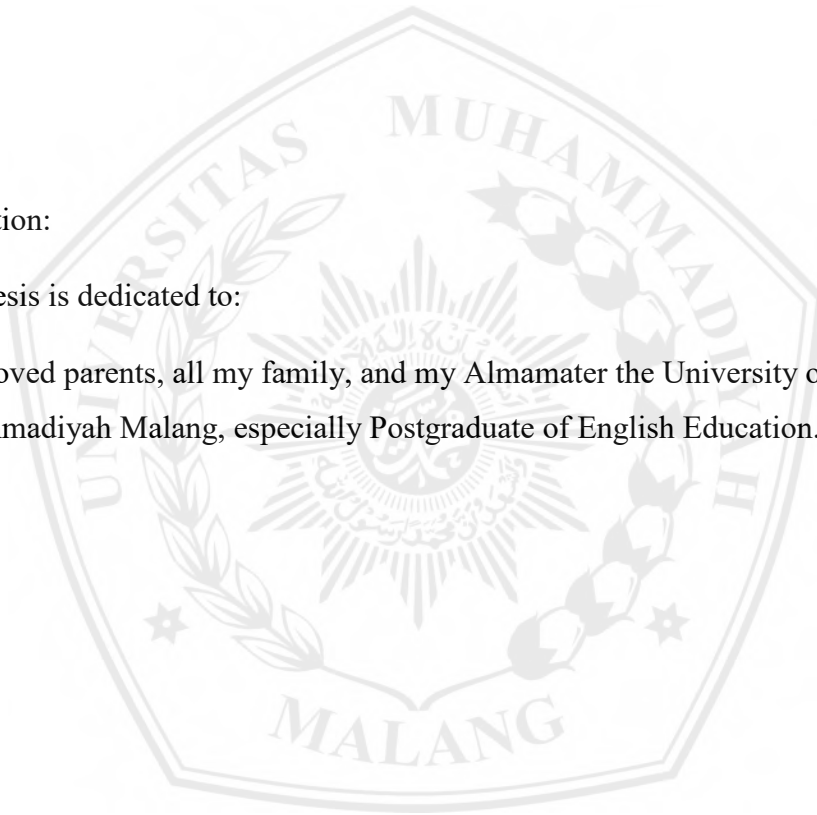
MOTTO AND DEDICATION

Expand your mind with reading a lot

Dedication:

This thesis is dedicated to:

My beloved parents, all my family, and my Almamater the University of Muhammadiyah Malang, especially Postgraduate of English Education.



ACKNOWLEDGEMENTS

Praise and great gratitude is submitted by the researcher to the Lord Jesus Christ as her Savior for blessing and helping to complete this thesis.

In this chance, the researcher would like to thank humbly to all of the people who have given her help and guidance so this thesis could be finished. First, the researcher's deepest gratitude goes to *Bapak* Dr. Hartono, M.Pd as the researcher's first advisor and *Bapak* Dr. Masduki, M.Pd as the second advisor, for their guidance, suggestions, motivations, and encouragement during the consultation period in completing this thesis.

Finally, thanks to the researcher's beloved father, mother, all the family and friends for their prayer, love, care, so she could finish this thesis.

Nothing is valuable enough to reward their help and support, but one thing is sure for the researcher to believe is that only God can reward them exactly what they deserve.

Malang, July 23, 2018

The Writer

Oktaviana M.F.Q. Bobe

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INITIATION, RESPONSE, AND FEEDBACK (IRF) PATTERNS USED BY THE
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UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT

This research was intended to analyze the IRF patterns used by the teachers and learners and to investigate the gender differences of the teachers and learners in using the IRF patterns. This research employs descriptive qualitative method especially in the form of conversation analysis. The subjects of this research were four teachers and their learners of different gender from ESP speaking classes at the University of Muhammadiyah Malang. The data were collected by using the video recording, observation field note, and interview guide. The findings show that all the patterns are used by the teachers and learners, they are, elicitation, directive, and informative from initiation move, then reply, react, and acknowledge from response move, and followed by accept, evaluate, and comment from feedback move. Additionally, the interaction in the classroom was not following the rigid IRF patterns. Regarding the gender differences, the male teachers provided equal initiation and feedback towards the male and female learners, whereas the female teachers provided more initiation to the male learners and delivered limited feedback. Besides, the learners who were taught by the male teachers offered equal response, meanwhile the classes who were taught by the female teachers showed that the male learners provided more response than females.

Keywords: English for Specific Purpose, Initiation, Response, and Feedback
(IRF) Patterns, Gender differences, the Teaching of Speaking.

POLA INISIASI, RESPON, DAN UMPAN BALIK YANG DIGUNAKAN OLEH
PENGAJAR DAN MAHASISWA DI KELAS BERBICARA BAHASA
INGGRIS UNTUK KEPERLUAN KHUSUS.

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ABSTRAK

Penelitian ini dimaksudkan untuk menganalisis pola (IRF) yang digunakan oleh pengajar dan mahasiswa dan menyelidiki perbedaan gender dari pengajar dan mahasiswa dalam penggunaan pola (IRF). Penelitian ini menggunakan metode kualitatif deskriptif khususnya dalam bentuk analisis percakapan. Subyek penelitian ini adalah empat pengajar dan 40 mahasiswa dari gender yang berbeda dalam kelas berbicara bahasa inggris untuk keperluan khusus di Universitas Muhammadiyah Malang. Data dikumpulkan dengan menggunakan rekaman video, catatan observasi lapangan, dan panduan wawancara. Temuan ini menunjukkan bahwa semua pola (IRF) digunakan oleh pengajar dan mahasiswa, yaitu *elicitation*, *directive*, dan *informative* dari langkah inisiasi, kemudian *reply*, *react*, dan *acknowledge* dari langkah respon, dan diikuti oleh *accept*, *evaluate*, dan *comment* dari langkah umpan balik. Sebagai tambahan, interaksi yang terjadi didalam kelas tidak sepenuhnya mengikuti urutan pola (IRF). Mengenai perbedaan gender, pengajar laki-laki memberikan inisiasi dan umpan balik yang setara kepada mahasiswa laki-laki dan perempuan, sedangkan pengajar perempuan memberikan lebih banyak inisiasi daripada umpan balik. Selain itu, mahasiswa yang diajar oleh pengajar laki-laki memberikan response yang sama, sedangkan mahasiswa yang diajar oleh pengajar perempuan menunjukkan bahwa mahasiswa laki-laki lebih banyak memberikan respon daripada perempuan.

Kata kunci: Bahasa Inggris untuk Keperluan Khusus, Pola Inisiasi, Respon, dan Umpan Balik, Perbedaan Gender, Pengajaran Berbicara.

INTRODUCTION

For EFL learners, speaking is one of the important skills which has to be obtained. The learning of English is not only aimed at how they can understand the foreign language uttered or written, but also expected to enable people to communicate accurately and fluently. As stated by Khomarudin (2012), in EFL classroom, most of the learners expect themselves to produce the English language orally to acquire the goal of learning English. It is not only the fluency, but also the accuracy to build good communication in the teaching and learning process. Additionally, Ellis (2004) noted that the goal of language learners is to use the target language effectively. Hence, speaking becomes crucial, and the learners believe that if they are able to speak English fluently and accurately then they have succeeded in learning English.

Regarding the aims and the expectations of learning speaking, the learners need help through the teaching of speaking. The teaching of speaking has a fundamental role in aiding the learners to communicate in English. Hutchinson and Waters (2000) illuminate that the teaching of speaking is necessary to aid the learners to achieve their needs in order to enrich the quality of their interactive life or work. It means that teacher can support the learners to advance their speaking skill so they are able to cooperate with others. In the meantime, Kayi (2006) explains that the teaching of speaking is an essential part for second language learners in enhancing their capability to interact with others clearly and efficiently. From the explanation above, the teaching of speaking becomes essential in increasing the learners' fluency and accuracy in giving their idea, notion, and thought orally.

Nonetheless, recent studies showed that there are some issues regarding the teaching and learning process of speaking. Alonso (2014) found that the teachers did not invite the learners to speak with both their friends and the teachers themselves using English. A similar observation was done by Hardman, Smith, & Wall (2003) found that the teachers provided more questions to the learners and delivered limited feedbacks toward the learners' answer. Whereas, Feedback is crucial to let the learners know whether their answer correct or incorrect. From those findings, there are several factors

that affect the learners' speaking ability such as the teachers' domination in the classroom that inhibit learners in speaking, limited questions provided by teachers to engage the learners' participation, and limited feedback towards the learners' answer.

Concerning the issues about the teaching of speaking, the Initiation, Response and Feedback (IRF) patterns could be as an alternative solution for the teachers in encouraging the learners to speak in the classroom. This was because the teachers could use the interaction patterns regularly to engage the learners' participation by giving their opinion and idea orally and enhance their oral communication. These patterns are developed by Sinclair and Coulthard (1975) for classroom discourse with the rank scale to deal with three sequences of classroom interaction. The three sequences are: Initiation, Response, and Feedback with their classes of act, they are, elicitation, directive, and informative as the initiation, then reply, react, acknowledge as the response, and followed by accept, evaluate, and comment as the feedback. These IRF patterns could engage the teachers and learners' contribution in the speaking classroom because the teachers would ask the learners some questions based on the functions and vice versa. If the learners respond by answering the questions, then the teachers give feedback towards the learners' answer. The patterns could be used as a solution for the issues that have been stated earlier because by using it the teachers will provide questions and feedbacks to the learners. Thus, it was clear that IRF patterns could be used as a solution for overcoming the learners' speaking issues by providing the questions and feedbacks and engaging them to take part in the classroom interaction by asking their response.

Besides, the IRF patterns in one classroom might be different from that in other classrooms. There were some factors affecting the use of IRF patterns in the classroom interaction. One of the factors was gender differences. The female teachers might be more attractive in engaging learners to participate in the classroom, and the male learners might be more eager in responding to the teachers' initiation. Rashidi (2010) found that female teachers provided more positive feedback in which we know as the third move to the learners, and they gave more inspiration than male teachers.

Meanwhile, male learners more enthusiastic in answering the teachers' questions. Moreover, Topoloski (2004) discovered that both male and female learners produced nearly equal responses. Tsouroufli (2002), Drudy and Chathain (2002), Duffy (2002) stated that the gender gave a significant part to show in the interaction patterns between teacher and learners since they had a different manner of using the IRF patterns. Thus, it becomes a fundamental thing to be researched about the gender differences regarding their interaction patterns in the classroom.

However, concerning the previous researchers who had done research about gender differences such as Rashidi (2010) in Iran, and Topoloski (2004) in United State, there is a limited research about gender differences in using the IRF patterns done in Indonesia. In fact, it would be valuable in the field of language teaching theories to distinguish the way the teachers and learners of different gender varying the IRF patterns in the same subject of study.

Hence, the researcher is interested to conduct this research in order to analyze the IRF patterns used by the teachers and learners in contributing in ESP speaking classroom and the way the teachers and learners of different gender used the IRF patterns.

Problems of the Research

The research is meant to answer the following questions:

1. What are the types of IRF patterns used between the teachers and learners in ESP speaking classes?
2. How do genders of the teachers and learners differ in using the IRF patterns in ESP speaking classes?

LITERATURE REVIEW

IRF is an abbreviation for Initiation, Response, and Feedback used for teaching exchange that involves teacher and learners to interact with each other in the classroom interaction. Sinclair and Coulthard are the first who described the Initiation-Response-Feedback (IRF) patterns to handle the classroom interaction in 1975.

Initiation is the first turn to acquire the response in teaching exchange between the teacher and learners. Sinclair & Coulthard (1992) illuminate that to initiate means to make the first move by leading, asking, requesting, and introducing the idea or concept to declare one's own will and to gain the response. They categorized initiation move into three classes of act which possibly occur in the spoken discourse, they are *elicitation*, *directive*, and *information*. *Elicitation* is known as a question, and its function is to request linguistic response. *Directive* is known as a command which is used to request the non-linguistic response. *Informative* is used to give the idea, opinion, or new information to the learners.

Response is an action which is given after the initiation that has been delivered. Sinclair & Coulthard (1992) explain that to respond means to take action after an initiation, to counter, to amplify or to react to ideas which have already been expressed, to conform or even to comply to the will expressed by others. It is divided into three classes of act, they are *reply*, *react*, and *acknowledge*. *Reply* is recognized as a statement which is established to respond the questions or the elicitation. *React* is given by the learners to the teacher's direction. *Acknowledge* is identified as a verbal or non-verbal response which indicates that the learners have listened or understood the teachers' information.

Feedback is a follow up move provided by the teachers for learners' answer to let them know whether their answer is correct or incorrect. Sinclair & Coulthard (1992) divide feedback into three classes of act, they are *accept*, *evaluate*, and *comment*. *Accept* is realized as a closed class of items such as "yes, no, good, fine" with neutral and low intonation or the repetition of the learners' reply. *Evaluate* is realized by the statements or tag questions to the learners' reply with high intonation to request the learners' correct answer. *Comment* is used to exemplify, expand, justify and provide the additional information to the learners' answer.

METHOD

This research belongs to descriptive qualitative method especially in the form of Conversation Analysis (CA). It was conducted at the University of Muhammadiyah Malang, especially in ESP speaking classes. The University was chosen because it provides many ESP programs, and has many teachers and learners of different genders. Besides, it is one of the favorite private colleges in Malang which means that it is able to offer the data about the interaction patterns. Regarding the subjects, two male and two female novice teachers from ESP speaking classes and the learners who were taught by them participated in this research from two departments and four classes of ESP program; Psychology (Class A and C) and Law (A and D). In collecting the data, the researcher used observation and interview techniques with the instruments of video recording, observation field note, and interview guide. Besides, there were some steps in collecting the data, first is locating the site, purposefully sampling, gaining access from the participants, observing the teaching and learning process, recording the teaching and learning process, Interviewing the teachers and learners. In analyzing the data, the researcher transcribed the video, identified the IRF patterns, coded the IRF patterns based on their types, counted the types of IRF patterns, tabulated the types IRF patterns, drew the conclusion.

FINDINGS

The findings of this research are presented based on the research problems. They are: (1) the types of IRF patterns used between teachers and learners, (2) the gender differences of teachers and learners in using IRF patterns.

1. The types of IRF patterns used in ESP speaking classes

The research findings indicated that the teachers and learners used various head acts of IRF patterns during the teaching and learning process. Based on the result of data analysis, there were three head acts, the first is **Initiation** with its classes of acts, *elicitation*, *directive*, and *informative*, then **Response** with its classes of acts, *reply*, *react*, and *acknowledge*, and followed by **Feedback** with its classes of acts, *accept*,

evaluate, and *comment* as proposed by Sinclair & Coulthard (1992). The detail explanation is provided below.

Initiation

Based on the result of the data analysis, it was found that the teachers used **Initiation** move to open up the sequence in the classroom interaction. This move was sometimes used by the learners to ask the teachers' response. There were three classes of acts used in the classroom, namely, *elicitation*, *directive*, and *informative*.

1. Elicitation

The finding showed that in the classroom interaction, the teachers often used *elicitation* as the questions to request the learners' linguistic response. The *elicitation* was found in every meeting, and it was mostly used. The teachers used it in the classroom with diverse functions, they were to examine the learners' comprehension about the materials and to get the information that the teachers did not know. The following excerpt data show a series of *elicitation* posed by the teacher and all the data are emerge in the appendix 1.

Excerpt Data 1

T (el) : What is the difference between home and house?

L (rep) : Home is location, house is noun. (Appendix 1, line 685-686)

Excerpt Data 2

T (el) : How are you today?

Ls (rep) : Good, fine. (Appendix 1, line 446-447)

Based on the excerpt data, the first question was used to know whether or not the learners comprehended the differences between "home" and "house". The interview result showed that the teachers used this kind of question to check their understanding, enrich their knowledge, raise their awareness, and make them take a part in the teaching process. Further, the second question was used to gather the information related to the learners' condition that the teachers did not know. It was used to make sure that they were fine to attend the lesson. Besides, the *elicitation* was

also used by the learners although this rarely happened. Below is the excerpt data posed by the learners and all the data are in the appendix 1.

Excerpt Data 3

L (El) : Miss, should we speak?

T (Rep) : Yes of course, because this is not reading class but speaking, so you have to speak. (Appendix 1, line 1067-1069)

The finding showed that the learners needed the teachers' information related to the question. Based on the interview result, sometimes they also posed the teachers several questions if there was something that they did not know or they need the teachers' information. In addition, it was used to make them sure about what they had to do because they did not really know how to do.

2. *Directive*

The finding showed that *directive* which was used by the teachers was as the command to request the learners to do something. This class of act was found in every meeting. The following excerpt data are of the teachers' command that happened in the classroom interaction and the complete data are in the appendix 1.

Excerpt Data 1

T (Dir) : Please take a piece of paper. I want you to divide the paper into four like this.

Ls (Rea) : Yes miss (taking a piece of paper). (Appendix 1, line 1043-1046)

Excerpt Data 2

T (Dir) : Please inform your friends to come to the class right now. If not, they are not permitted to attend the class.

Ls (Rea) : Okay Mrs. (sending their friends a message). (Appendix 1, line 645-647)

The finding showed that the teachers asked the learners to take a piece of paper and to inform the learners to come to the class soon, which means that they needed the learners to do something. Based on the teacher's explanation, the command was applied to request the learners' reaction to take or do something which was related to the

classroom situation. They added that it was applied if there was something that needed to be commanded. Additionally, they used this class of act to make the learners immediately do the activities.

3. *Informative*

During the teaching and learning process, the teachers also used this class of act in every meeting. The result showed that the teacher used the *informative* act to inform the learners a new information. All the data about *informative* act are in the appendix 1 and below is the excerpt data of teacher's information in the classroom interaction.

Excerpt Data 1

T (Inf) : Today, I will teach you to make some movements.

Ls (Ack) : Nods. (Appendix 1, line 21-22)

Excerpt Data 2

T (Inf) : I would like to inform you that next week is middle test.

Ls (Ack) : Oh UTS. (Appendix 1, line 1188-1189)

From those excerpts, the teacher gave the information to the learners regarding the topic at that time and about the midterm test. Based on the interview data, the teachers began to inform the learners if there was something or new information that was needed to notify to let them know about the information.

Response

The finding of data analysis showed that **Response** was frequently expressed by the learners. It was used to react, answer to the ideas which had been already expressed. The **Response** was also delivered by the teachers when the learners asked some questions. There were three classes of acts, they are *reply*, *react*, and *acknowledge* which were found in the classroom interaction. The result for each of them is presented below.

1. *Reply*

The result of the data analysis showed that *reply* was established to respond the *elicitation*. The research finding indicated that *reply* was mostly used by the learners

due to the use of *elicitation* by the teachers frequently. Based on the finding, the learners' replies were in the form of simple response, such as, "yes, no", or the descriptive answer. Furthermore, the *reply* was also delivered by the teacher if the learners asked them questions. Next is the excerpt data based on the finding delivered by the learners and teacher, the complete data are in the appendix 1.

Excerpt Data 1

T (El) : Have you ever sell something anyone here?

Ls (Rep) : No. (Appendix 1, line 1379-1380)

Excerpt Data 2

T (El) : I wanna ask why the dome is located over here? Is there any consideration?

L (Rep) : I will answer the question, the first is maybe the land is strong, so we can put the foundation, and it will be easy. (Appendix 1, line 1289-1332)

Excerpt Data 3

L (El) : Next week presentation?

T (Rep) : Yes, present it to me and to your friends. (Appendix 1, line 1533-1534)

From those excerpts, there were two kinds of the learners' *reply*. It was offered based on the teachers' question. If the teachers asked a yes-no question, then the learners answered it only by using "yes" or "no". Further, if the question needed a descriptive answer, then the learners answered it by using a complete sentence. Based on the interview data, the function of providing the *reply* was to indicate that they comprehended what was asked by the teachers and they wanted to show that they could answer it. Furthermore, the *reply* was also provided by the teachers. Based on the interview data, the teachers provided the *reply* when the learners asked them questions. The function was to offer the information related the learners' question and to make them comprehend.

2. *React*

Based on the finding, the learners delivered this class of act to respond the teachers' direction. The learners' reaction was realized by saying, "yes, okay", nods, repeating the teachers' statement, or did the activities without saying anything. The following excerpt data show a series of *react* provided by the learners.

Excerpt Data 1

T (Dir) : Please draw pictures related to your hobbies.

Ls (Rea) : Okay, nods (other learners straight away did the activities without saying anything). (Appendix 1, line 1047-1048)

Excerpt Data 2

T (Dir) : Please close here.

Ls (Rea) : ...Mmm close (while moving close to the teacher). (Appendix 1, line 3-4)

The excerpt data above showed that the learners gave their proper non-linguistic response to the teachers' direction. The learners explained that they gave their response with the purpose to signify that they had already listened to the teachers' direction or command. All the data about *react* are provided in the appendix 1.

3. *Acknowledge*

The finding showed that *acknowledge* was used by the learners to respond the teachers' information during the classroom interaction. Besides, it was also used to respond the teachers' feedback. This kind of act did not emerge the varieties of response and even the learners did not give their response. The following excerpt data of the finding and the complete data are in the appendix 1..

Excerpt Data 1

T (Inf) : I want to inform you that your time is seven minutes. After that I will call you to present your result.

Ls (Ack) : Okay, yes. (Appendix 1, line 1064-1066)

Excerpt Data 2

- T (El) : *Faurus membosankan atau bosan?*
- L (Rep) : *Bosan.*
- T (Com) : So, you need to say “bored” not “boring”. But this is not suitable for the question.
- Ls (Ack) : Oh, nods.** (Appendix 1, line 501-505)

The excerpt data above showed that the learners gave their response not only by saying, “yes, okay”, but nods could be offered by them. They explained that the answer, “yes, okay” or nods was given to show that they had listened to the teachers’ information. Besides, *acknowledge* was also delivered to respond the feedback given by the teachers to indicate that they had understood. Hence, *acknowledge* is not always to respond the teachers’ information, but it can be the alternative response towards the teachers’ feedback. Additionally, feedback is not always as the last turn, because after the teachers offered the feedback, the learners still gave their response.

Feedback

Based on the result of the finding, it was found that the teacher used various types of **Feedback** during the classroom interaction. There were three types of feedback, namely, *accept*, *evaluate*, and *comment*. Each of them is explained below.

1. Accept

The result finding indicated that there were several kinds of *accept* used by the teachers, such as, by saying, “yes, okay, good” or by repeating the learners’ answer to the learners’ reply and reaction. The following is the excerpt data based on the finding.

Excerpt Data 1

- T (El) : After describing the market, what is the fourth one?
- L (Rep) : The function of the market.
- T (Acc) : Okay, tell the function of the market.** (Appendix 1, line 1227-1231)

Excerpt Data 2

- T (El) : What should you say to your costumer? So, they want to buy your

products?

L (Rep) : The benefit.

T (Acc) : **Yes, good.** (Appendix 1, line 873-876)

Excerpt Data 3

T (Dir) : Please inform your friends to come to the class right now. If not, they are not permitted to attend the class

Ss (Rea) : Okay Mrs. (while sending their friends' message)

T (Acc) : **Good.** (Appendix 1, line 645-647)

There were diverse kinds of *accept* used by the teacher during the classroom interaction. The finding showed that those kinds of **Feedback** were used to give the perception towards the learners' reply and reaction. The teachers illuminated that they delivered those feedback to let the learners know that their answers were correct. Besides, it was used to signify that they agreed with the learners' answer or accepted their answer.

2. Evaluate

The result of the data analysis denoted that this kind of **Feedback** was used to request the learners' correct answer. The result finding showed that *evaluate* act used by the teachers was realized by the tag question or the statement with high intonation. The following excerpt data show a series of divergent evaluate acts offered by the teacher.

Excerpt Data 1

Ls (Rep) : (Doing the presentation) Where are you live?

T (Eva) : **Where are you live?**

Fs1 (Rep) : Oh, where do you live? I live in Malang. (Appendix 1, line 113-115)

Excerpt Data 2

Ls (Rep) : We use paper, *pisau mmm* cutter.

T (Eva) : **Not cutter.**

Fs (Rep) : ...*Eh* knife. (Appendix 1, line 371-373)

Based on the finding, the teacher used those evaluate feedback when the learners delivered the incorrect answer. The interview result showed that the function of using the *evaluative* was to make learners realized their mistakes by themselves (self-correction). Moreover, it was hoped to make them always remember the correct answer that they found by themselves.

3. *Comment*

The finding showed that *comment* was also used by the teacher to exemplify, expand and provide the additional information to the learners' answer. Below is the excerpt data about teachers' comment that was found during the classroom interaction.

Excerpt Data 1

T (El) : How do you great your customer, guys?

Ls (Rep) : Good morning, assalamualaikum.

T (Com) : Assalamualaikum, or you can say for example good morning Everybody; how are you today. You can ask about how their day is. (Appendis 1, line 914-919)

Excerpt Data 2

T (El) : After the function, what should you say?

L (Rep) : Introducing the ingredients of the market.

T (Com) : The materials. Ingredient is for cooking. (Appendix 1, line 1233-1239)

Those findings revealed that the teachers tried to exemplify and delivered the additional information both for the learners' correct and incorrect answer. The interview result showed that the aim of providing the *comment* was to expand the learners' knowledge by giving them *comment*. Besides, by giving it, they would have a better understanding. The teachers believed that *comment* could impact them more, especially on their understanding.

To sum up, all types of IRF patterns were used during the classroom interaction between the teachers and learners.

4.1.2 The Gender Differences of Teachers and Learners in Using IRF Patterns

After doing the observation, the researcher found that there was a difference between the male and female teachers and their learners in using the IRF patterns. The data is presented below.

1. The IRF Patterns Used by the Male Teachers and Their Learners

The finding indicated that the use of IRF patterns was different based on gender differences. Below is the summary of the use of IRF patterns between the male teachers and their learners during the classroom interaction.

Table 1: The Frequency and Percentage of Male Teachers and Their Female-Male Learners in Using the IRF Patterns

Head acts	Classes of acts	No. of occurrence (Male teachers)	Percent age	No. of occurrence (Female learners)	Percent age	No. of occurrence (Male learners)	percent age
Initiation	Elicitation	126	33.2%	8	4.2%	6	3.5%
	Directive	10	2.6%	0	.0%	0	.0%
	Informative	44	11.6%	0	.0%	0	.0%
Response	Reply	10	2.6%	149	78.5%	134	78.4%
	React	0	.0%	10	5.2%	10	5.9%
	Acknowledge	0	.0%	23	12.1%	21	12.2%
Feedback	Accept	111	29.3%	0	.0%	0	.0%
	Evaluate	48	12.7%	0	.0%	0	.0%
	Comment	30	8%	0	.0%	0	.0%
	Total	379	100%	190	100%	171	100%

For the **Initiation** move, the finding showed that the male teachers preferred to use the *elicitation* with a percentage of 33.2%. based on the observation field note, the male teachers tended to ask more questions to the learners. The interview result indicated that the functions were to examine the learners' understanding and to engage

the learners in the classroom interaction. In addition, the female and male learners also used the *elicitation* with the function of asking the information that they did not know. It took a percentage of 4.2% of the females and 3.5% of the males which means that there was a little difference between female and male learners regarding the *elicitation* used.

Concerning the **Response** move, the learners mostly used *Reply* act to respond the teachers' first move. It was because the teachers used more *elicitation*. The result showed that there was not much diverse concerning the *reply* given by the gender differences of the learners because the male teachers delivered the questions to both males and females. It was seen by a portion of 78.5% of the female learners and 78.4% of the male learners.

The last part is the **Feedback** used by the male teachers were also as much as the *elicitation* or questions posed by the teachers. It took the percentage of 29.3% of *Accept*, 12.7% of *evaluate*, and 8% of *comment*. Those kinds of feedback had diverse functions. The teachers illuminated that *accept* was used to let the learners' know that their answers were correct and accepted by the teachers. Furthermore, based on the observation field note *evaluate* was used to request the learners' correct answer. The function was to make learners realized their mistake by themselves for example, the when the learners gave an incorrect answer or when the learners produced the sentence ungrammatically. They elucidated that even the lesson was not about grammar, they always paid attention to every sentence that produced by the learners. Moreover, they appended that correcting by the learners themselves seems better than giving more direct correction, because they could remember the correct one. Additionally, the *comment* was used deliver the additional information toward the learners' answer. The function was to increase their understanding.

In short, the male teachers provided the equivalent questions and feedback to the learners' answer during the classroom interaction. In addition, the response which was given by the female and male learners was almost the same.

2. The IRF Patterns Used by the Female Teachers and Their Learners

Below is the summary of the use of IRF patterns between the female teachers and their learners based on the data analysis.

Table 2: The Frequency and Percentage of Female Teachers and Female-Male Learners in Using IRF Patterns

Head acts	Classes of acts	No. of occurrence (Female teachers)	Percent age	No. of occurrence (Female learners)	Percent age	No. of occurrence (Male learners)	Percent age
Initiation Response	Elicitation	164	54.1%	5	4.3%	8	4.9%
	Directive	9	3 %	0	.0%	0	.0%
	Informative	25	8.2%	0	.0%	0	.0%
	Reply	19	6.2%	85	72.6%	125	77.2%
	React	0	.0%	9	7.7%	9	5.6%
Feedback	Acknowledge	0	.0%	18	15.4%	20	12.3%
	Accept	53	17.5%	0	.0%	0	.0%
	Evaluate	6	2%	0	.0%	0	.0%
	Comment	27	9%	0	.0%	0	.0%
	Total	303	100%	117	100%	162	100%

The finding showed that the female teachers also used more *elicitation* as the first turn or the **Initiation** during the classroom interaction with a portion of 54.1%. Based on the interview, the function was to test the learners' knowledge and to make sure that they were really comprehended what they have learned. Thereunto, the learners also delivered several *elicitation* to the teachers but it was not much diverse with a percentage of 4.3% of the females, whereas 4.9% of the males.

Regarding the **Response**, the male learners gave a little more answers by using the *reply* act to the teachers' *elicitation* with a percentage of 77.2%, while the females have a percentage of 72.6%. It is because the female teachers provided more questions to the male learners.

For the third move or **Feedback**, based on the observation field note the female teachers provided it limited towards the learners' answer. It was delivered not as much as the questions provided with a portion of 17.5% of *accept*, 2% of *evaluate*, and 9% of *comment*. The interview result indicated that sometimes the teachers did not deliver **Feedback** because the learners' answers were correct and they believed that the learners had known if their answers were correct. Besides, when the learners made the grammatical errors in their sentence, the teachers also did not give the feedback to correct those errors. The teachers explained that it was not grammar class, so they just let the learners speak. This was contrast with the male teachers who always gave their feedback towards the learners' answer. Farther, when the researcher asked the learners of how crucial the teachers' feedback towards their answers, they illustrated that it was really crucial for them, because sometimes they did know whether or not their answers were correct, and they needed the teachers to correct their errors so they understand and try to not make the errors again.

In summary, the finding revealed that the female teachers provided more questions and delivered limited feedback. Whereas, the male learners delivered a little more response towards the teachers' question but there is not significance difference.

Discussion

In connection with the first research question, the finding showed that all types of IRF patterns were used by the teachers and learners, they are, *elicitation*, *directive*, and *informative* as the **Initiation** move, then *reply*, *react*, and *acknowledge* as the **Response**, after that *accept*, *evaluate*, and *comment* as the **Feedback**. However, the interaction in the classroom was not following the rigid IRF patterns in which after the last turn, the learners still offered the *acknowledge* act. Later, the *accept* act was given

to the learners' reaction. Sinclair & Coulthard (1992) elucidate that feedback is the last turn given by the teachers toward the learners' answer, and *acknowledge* is used to respond the teachers' information. They also explain that the *accept act* is realized as the closed class which is used to the learners' *reply*. Their explanation is not the same as the researcher's finding, therefore, the researcher concluded that the interaction that happened in the classroom was not always following the rigid patterns.

Based on the finding, the **Initiation** that consists of *elicitation*, *directive*, and *informative* were delivered by the teachers as the first turn to open up the sequences in the classroom interaction to invite the learners to speak, request the learners to do something, and deliver information. The similar finding was also found by Marzban (2012) who discovered that the initiation was the first contribution of the teachers. Besides, the researcher also found that sometimes the learners also initiated the teachers several questions to ask a certain information. This finding is the same as Sinclair's & Coulthard's theory (1992) who explained that the initiation can be delivered by the learners but this rarely happens.

Afterwards, regarding the second turn or **Response** which consists of *reply*, *react*, and *acknowledge* was produced by the learners to answer the teachers' question or to indicate that they have listened and understood the teachers' command and instruction. Lei (2009) found that the second turn was always given by the learners to respond the teachers' question. Yet, the researcher discovered that the response was sometimes given by the teachers if the learners initiated a question. Hence, the response was not always given by the learners.

After the second turn, there was **Feedback** which consists of *accept*, *evaluate*, and *comment* which were provided by the teachers toward the learners' response. This finding is similar with Nassaji & Wells (2000) who indicated that feedback refers to the third turn given by the teachers as a perception to the learners' answer. From the research finding, it could be concluded that generally all the types of IRF patterns were used by teachers and learners. Moreover, IRF patterns were the common patterns used by the teachers and learners during the classroom interaction.

Regarding the second question related to the gender differences of teachers and learners showed that there was a difference. Based on the data, the male teachers provided equal interactive to the male and female learners. It was signified by the initiation given by the teachers to the learners were the same and the response given by the learners of different genders were almost the same. The similar finding was found by Sadker & Sadker (2000) that the interaction between male teachers and the learners of different genders was equally. Besides, regarding the IRF patterns, the male teachers mostly used *elicitation* act as the initiation with a percentage of 33.2% to ask questions and examine the learners' knowledge. Afterwards, the *accept* which is known as feedback mostly delivered by the male teachers with the portion of 29,3%, and followed by 12,7% of *evaluate*, and 8,0% of *comment*. It was used as the feedback to provide the perception towards the learners' answer from the teachers' elicitation. From the finding, the researcher concluded that the male teacher provided equal elicitation and feedback to the learners. This was contrast with Mannysalo (2008) who indicated that the male teachers provided more questions and gave limited feedback to the learners. Furthermore, regarding the gender differences of learners, they gave more *reply* act as the response to the teachers' elicitation. Both males and females had not significance difference in replying the teachers' *elicitation*. It was seen by a portion of 78.5% of the females and 78.4% of the males. They all were active in answering the teachers' question. It was contrary with Yepez (in Hassakhah and Zamir, 2013) who found that the male learners gave more response towards the male teachers' question.

Concerning the female teachers, the researcher found that they tended to interact more with the male learners. It was also obtained by Jones (2000) that the female teachers interact more with the male learners by initiating them more questions. Related to the IRF patterns, the female teachers provided more elicitation or questions and offered limited feedback to the learners of different genders. It was revealed with a percentage of 54.1% of *elicitation* as the initiation and 17.5% of *accept*, 2.0% of *evaluate*, 9.0% of *comment* as the feedback which was given to the learners. This finding was diverse from Rashidi (2010) who discovered that the female teachers

provided more positive evaluation as the feedback to the learners' answer. He added that overall, the gender differences of teachers did not play an important role of interaction patterns because the patterns used by them were the same. With regard to the response, the male learners delivered a little more response by using the *reply* act to the female teachers' initiation. It was seen by the percentage of 77.2% of the males, and 72.6% of the females. Rashidi (2010) also found that the male learners more likely to interact with their teachers rather than females. From those findings, the researcher concluded that gender played an important part in the classroom interaction especially the gender differences of teachers.

CONCLUSION AND SUGGESTIONS

Based on the research findings, some conclusions regarding the types of IRF patterns between the teachers and learners, and gender differences in using the patterns can be taken as follows.

Firstly, all of the types of IRF patterns were used by the teachers and learners, and they were the common patterns found in the classroom interaction. Nevertheless, the interaction in the classroom was not following the rigid IRF patterns because there was an acknowledge act given by the learners towards the teachers' feedback in which it had to be delivered to the teachers' initiation. Additionally, accept was delivered to the learners' reaction in which it had to be offered to the learners' reply.

Secondly, regarding the gender differences in using the IRF patterns, the male teachers interacted with both male and female learners and provided equal initiation and feedback to the learners, whereas the female teachers tended to interact more with the male learners and initiated more questions than providing feedback to the learners. Related to the learners, both male and female gave their equal response to the male teachers, while the classroom who were taught by female teachers showed that the male learners offered a little more response than females.

In accordance with the findings, some suggestions are proposed to the teachers, learners, and further researchers. The suggestions are presented below.

Suggestions for the teachers

Based on the findings, it is suggested that the teachers should use those kinds of IRF patterns during the classroom interaction to promote the learners' oral communication skill because it could create the interactive classroom. Moreover, the teachers should interact with both male and female learners equally because it will give them an impact especially on their oral communication skill. Additionally, the teachers should be aware of the significance of providing the feedback. Feedback should be used as much as the initiation posed because feedback is crucial in the classroom interaction.

Suggestions for the learners

It is also suggested that the learners should give their response towards the teachers' initiation to create the meaningful interaction. They should use the appropriate response towards the teachers' initiation. Besides, both male and female learners should give the equal response by answering the teachers' questions to enhance their oral communication skill.

Suggestions for the further researchers

This research only focused on ESP Speaking classes in two departments and four classes; Psychology (Class A and C) and Law (A and D). For further researchers, it is suggested that they could explore a wider research content about the use of IRF patterns in other departments such as, English Language Department, or other departments offering ESP program. In addition, the factor that affects the use of IRF patterns is not only gender differences. Therefore, the further researchers are expected to find other factors such as, the teachers' and learners' age, motivation in teaching and learning, or individual personalities that may have considerable influences.

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APPENDIX 1
Transcription of Teachers-Students Talk
(PSYCHOLOGY, CLASS A, 1st MEETING)
MALE TEACHER

T	: <i>assamualaikum wr. Wb.</i>	1
Ss	: <i>waalaikumsalam wr.wb.</i>	2
T (I: dir)	: please close here	3
Ss (R: rea)	: <i>mmm</i> close ... (while moving close to the teacher)	4
T (I: dir)	: ok please listen to me, I will call your name (absence)	5
T (I: el)	: what have you learned last week?	6
Fs1 (R: rep)	: <i>menemukan, menemukan apa yah..</i>	7
Fs2 (R: rep)	: <i>membuat cerita</i>	8
Fs3 (R: rep)	: tell story sir, <i>berdasarkan gambar</i>	9
T (F: acc)	: okay	10
T (I: el)	: so first what did you do last week?	11
Fs1 (R: rep)	: mmmmm, membuat kalimat.	12
Fs2 (R: rep)	: construct the sentence	13
T (F: acc)	: okay, constructing the sentence	14
Ss (R)	: yes, nods	15
T (I: el)	: constructing the sentence using?	16
Ss (R)	: (no answer)	17
T (F: com)	: using conjunction based on the pictures. (the teacher replies his	18
	own question and it does not emerge in the theory)	19
Ss (R: ack)	: nods, mmm yes sir	20
T (I: inf)	: Today I will teach you to make some movements.	21
Ss (R: ack)	: nods	22

T (I: dir)	: but please sit in the form of circle	23
Ss (R: rea)	: oh circle. (then they all did it)	24
T (I: inf)	: okay, I have vocabulary game based on the word classes. For	25
	example if I pronounce adjective word, <i>kamu harus</i> (while	26
	clapping his hand. If it is noun, you should put your hand on	27
	your forehead, and then you must shake your arm if it verb	28
	(while giving the examples).	
Ss (R: ack)	: haha (laughing and following the teacher's movement examples)	29
T (I: inf)	: Okay, I will try it first.	30
Ss (R: ack)	: nods	31
T (I: el)	: 3,2,1, table	32
Fs1 (R: rep)	: like this (with a doubt they put their hand on the forehead)	33
Fs2 (I: el)	: sir, <i>kalau noun kayak gini kan?</i>	34
T (R: rep)	: focus. Noun is like this, adj. is like this, and verb is like this. 3	35
	word classes.	36
Ss (R: ack)	: oh (following the teacher while saying) noun, adjective, verb.	37
T (I: inf)	: once again	38
Ss (R: ack)	: noun, adjective, verb.	39
T (F: acc)	: okay.	40
T (I: el)	: 3,2,1, scissor	41
Ss (I: el)	: <i>hah? Apa?</i>	42
T (R: rep)	: scissor	43
Ss	: (some students know, and some do not)	44
T (F: ev)	: (giving the clue by making the movement like scissor)	45
	(evaluate does not always realized by the statement or tag	46
	question. the finding is different with the theory)	47
Ss (R: rep)	: oh, (then put their hand on the forehead).	48
T (I: el)	: work	49
Ss (R: rep)	: shaking their arm	50

T (I: el)	: cook	51
Ss (R: rep)	: shaking their arm	52
T (F: acc)	: okay, good.	53
T (I: inf)	: So now is your turn,	54
T (I: el)	:who want to be the first?	55
FS (R: rep)	:raising her hand	56
T (I: el)	: okay anna, are you ready?	57
Fs1 (R: rep)	: nods. (presentation) Airport	58
Ss (I: el)	: <i>hah?</i> (while laughing)	59
Fs1 (R: rep)	: airport	60
Ss (R: rep)	: putting their hand to the forehead.	61
	Continue..... cold	62
Ss (R: rep)	: claps their hand	63
	Continue..... Read	64
Ss (R: rep)	: shaking their arm	65
T (F: acc)	: good anna, thank you.	66
T (I: inf)	: Focus yah guys. Next. Are you ready?	67
Fs2 (R: rep)	:he'em, nods. (presentation) pray	68
Ss (R: rep)	: shaking their arm	69
T (F: acc)	: okay	70
	Continue..... die	71
Ss (I: rep)	: putting their hand to the forehead	72
T (F: eval)	: die is a noun?	73
Ss (R: rep)	: no sir, it is a verb	74
T (F: acc)	: yes, verb	75
	Continue... smart	76
Ss (R: rep)	: claps their hand	77
T (F: acc)	: okay, good next. Next is the boys. Siap?	78
Ms1 (R: rep)	: nods. (presentation) answer	79

Ss	: (confused)	80
T (F: eval)	: answer, menjawab. So?	81
Ss (R: rep)	: mmmmm, verb sir?	82
T (F: acc)	: yes, verb	83
	Continue..... fan	84
Ss (R: rep)	: claps their hand	85
T (F: acc)	: okay, next.	86
Ms2 (R: rep)	: pen	87
Ss (R: rep)	: oh, claps their hand.	88
	Continue..... neighbour	89
Ss (I: el)	: apa?	90
Ms1 (R: rep)	: neighbour	91
Ss (R: rep)	: oh, neighbour (putting their hand to the forehead)	92
T (F: acc)	: okay, you are doing good guys.	93
T (I: inf)	: now we move to asking and giving information. What should	94
	you do is write the questions to your friend in a piece of paper.	95
	All of you. Any question you want. <i>Jadi di sini, kalian</i>	96
	<i>membuat pertanyaan apa saja, lalu tanyakan ke teman anda,</i>	97
	<i>dan sebaliknya.</i>	97
T (I: dir)	: Okay. Do it right now	98
Ss (R: rea)	: do the activities	99
T (I: el)	: okay, finish?	100
Ss (R: rep)	: yes	101
T (I: inf)	: now ask your friend	102
Ss (R: ack)	: okay sir	103
T (I: el)	: have you all asked your friend? Did you get the information?	104
Ss (R: rep)	: yes, sir.	105
T (I: el)	: okay, <i>siapa yang presentasi pertama?</i>	106
Ms1 (R: rep)	: me sir.	107

T (F: acc)	: okay please.	108
Ms1 (R: rep)	: (presentation) where do you live? I live at Tirta Utomo. What are you doing here? I am learning.	109 110
T (F: acc)	: ok, good, next.	111
Fs1 (R: rep)	: (presentation) what is your name? my name is Arka. Where do you come from? I am from Malang. Where are you live?	112 113
T (F: eva)	: where are you live?	114
Fs1 (R: rep)	: oh, where do you live? I live in Malang.	115
T (F: acc)	: okay next	116
Ms2 (R: rep)	: what your name?	117
T (F: eva)	: guys, is there something wrong with that sentence?	118
Ss (R: rep)	: yes, what is.	119
T (F: com)	: okay, what is your name? do not forget be "is". Keep going.	120
Ms2 (R: rep)	: what is your name? my name is Lani. Where are you come from?	121
T (F: eva)	: is that true?	122
Ms (R: rep)	: where do you come from. I come from jombang	123
T (F: acc)	: ok, good.	124
Ms2 (R: rep)	: where are you live?	125
T (F: eva)	: where are or where do?	126
Ms2 (R: rep)	: <i>hehe</i> (laughing) where do you live? I live in Malang.	127
T (F: acc)	: okay, good. Next.	128
Fs2 (R: rep)	: (presentation) what your name?	129
T (F: com)	: what is....	130
Fs2 (R: ack)	: oh yes, what is your name? my name is Candra. Where do you come from? I come from sidoarjo. Did you a student?	131 132
T (F: eva)	: ok guys, pay attention. Did you a student? It should be?	133
Ss (R: rep)	: are you a student?	134
T (F: acc)	: yes, are you...	135
	Continue are you a student? Yes, I am a student. Are you have	136

	brother or sister?	137
T (F: eva)	: ok guys, what is the correct one?	138
Ss (R: rep)	: do you sir...	139
T (F: acc)	:Yes, do you.....	140
	Continue... do you have brother or sister? Yes I have one sister.	141
T (F: acc)	: good. Next	142
Fs3 (R: rep)	: what your name?	143
T (F: eva)	: what your name? is it true?	144
Ss (R: rep)	: what is sir	145
T (F: acc)	: nods, yeah	146
	Continue.What is your name? my name is Lani. Where are you	147
	come from?	148
T (F: eva)	: wait. Guys, what are you come from. What's wrong with the	149
	sentence.	149
Ss (R: rep)	: what do you come from...	150
T (F: acc)	: good	151
	Continue..... what do you come from? I come from sidoarjo.	152
T (F: acc)	: okay, good next.	153
Ms3 (R: rep)	: What your hobby?	154
T (F: eva)	: what? Be'nya mana?	155
Ms3 (R: rep)	: what is your hobby? My hobby is singing. Where do you live?	156
	I live at Tirto Utomo.	157
T (F: acc)	: ok good.	158
T (I: inf)	: If you have a presentation please use the appropriate be, okay?	159
	Dan jangan lupa pake be'nya. Okay,the time is up.	160
T (I: el)	:What have you learned today?	161
Ss (R: rep)	: noun, verb, adj.	162
T (F: acc)	: okay,	163
T (I: el)	: and then?	164

Ss (R: rep)	: asking and giving information.	165
T (F: acc)	: yes, it is.	166
T (I: inf)	: <i>Ingat pertemuan minggu pak akan tanya apa yang sudah</i> <i>dipelajari hari ini. So make sure that you understand what have</i> <i>you learned today. Thank you and see you next week guys.</i> <i>Assmualaikum</i>	167 168 169 169
Ss (R: ack)	: yes sir. <i>waalaikumsalam.</i>	170



(PSYCLOGY, CLASS A, 2ND MEETING)

MALE TEACHER

T	: <i>assamualakum</i>	171
Ss	: <i>waalaikumsalam</i>	172
T (I: el)	: how are you?	173
Fs (R: rep)	: fine sir	174
Ms (R: rep)	: baik, very good	175
T (F: acc)	: okay, good.	176
T (I: dir)	: Please <i>duduk melingkar</i> , and close hear	177
Ss (R: rea)	: following the direction	178
T (F: acc)	: okay	179
T (I: el)	: how about your UTS? Susah?	180
Fs (R: rep)	: <i>mmmm</i> (while laughing) <i>susah gampang sir.</i>	181
Ms (R: rep)	: <i>bisa sir, bisa haha</i> (laughing)	182
T (F: acc)	: <i>okay susah gampang.</i>	183
T (I: inf)	: Now please pay attention and listen your name	184
Ss (R: ack)	: nods	185
	(absence).....	186
T (I: inf)	: okay, so today I will give you another subject about jungle	187
Fs (R: ack)	: oh hutan, forest	188
T (F: eva)	: <i>mmm</i> forest? Is that same? <i>Bedanya apa? Ada yang tau?</i>	189
Ms (R: rep)	: <i>tau, jungle itu banyak pohonnya, forest tidak.</i>	190
T (F: com)	: okay. <i>Forest itu memiliki binatang yang tidak buas or what</i>	191
	<i>we call wild animals, tetapi jungle has a lot of wild animals.</i>	192
	<i>Jadi banyak binatang buas yang berbahaya.</i>	193
Ss (R: ack)	: <i>mmm iya sir.</i>	194
T (I: inf)	: okay, so now please imagine that you are in the jungle. I will	195
	ask you a question, for example what you meet in the jungle,	196

	<i>apa yang anda temui di jungle and how do you do, untuk keluar</i>	197
	<i>dari jungle itu.</i>	197
T (I: el)	: <i>biasanya di jungle ada binatang buas apa?</i>	198
Ms1 (R: rep)	: gorilla	199
T (F: acc)	: nods, gorilla	200
Ms2 (R: rep)	: snake (but she pronounce used snack pronunciation)	201
T (F: eva)	: snack <i>makanan?</i>	202
Fs1 (R: rep)	: <i>tidak, ular ular</i>	203
Fs2 (R: rep)	: snake (pronouncing the correct pronunciation)	204
T (F: com)	: <i>yeah, kalau snack makanan yah.</i>	205
Fs3 (R: rep)	: Lion	206
T (F: acc)	: okay, lion	207
T (I: el)	: <i>apa lagi?</i>	207
Ms3 (R: rep)	: <i>kupu-kupu</i>	208
T (F: acc)	: okay, <i>kupu-kupu.</i>	209
T (F: eva)	: <i>kupu-kupu</i> in English?	300
Fs (R: rep)	: butterfly	301
T (F: acc)	: okay, butterfly	302
T (I: inf)	: okay, <i>kita mulai yah</i> , by using these kinds of animals	303
T (I: el)	: we don't have white board?	304
Fs (R: rep)	: itu sir white board	305
T (I: el)	: I am sorry I mean board marker?	306
Ss (R: rep)	: <i>oh iya sir, nggak ada</i>	307
T (F: acc)	: okay, <i>nggak papa.</i>	308
T (I: inf)	: Now, I will give you the example to tell about the jungle	309
	related to the animals. <i>Tapi kita nanti akan ada some</i>	310
	<i>movements.</i>	310
T (I: el)	: <i>pernah main alfa betadani kan?</i>	311
Ss (R: rep)	: <i>nggak, no sir</i>	312

T (I: el)	: <i>belum pernah? Yang lari-lari.</i>	313
Ss (R: rep)	: silence	314
T (I: inf)	: okay, we have a game. When I mention butterfly, you have to	315
	search your partner so there are two persons. Lion is 7 people.	316
	Snake is six. Gorilla is four.	317
T (I: el)	: do you understand?	318
Fs (I: el)	: so free to choose friend sir?	319
T (R: rep)	: yes, <i>bebas dan harus cepat</i> . Who doesn't get the partner, <i>dia</i>	320
	<i>akan keluar dari game ini.</i>	321
T (I: el)	: do you understand?	322
Ss (R: rep)	: nods, yes sir.	323
T (I: dir)	: okay so now please stand, we will start.	324
Ss (R: rea)	: (standing)	325
T (I: inf)	: I will try to tell the story first.	326
T (I: el)	: Once upon a time, I and my friend went to the jungle to see	327
	Some different things. There were a lot of animals, plants,	328
	trees there. We're so afraid. When we were walking, we met	329
	the butterfly.	329
Ss (R: rep)	: (all of them are looking for their partner)	330
T (I: el)	: the butterfly was so beautiful. It has beautiful color. Then, in	331
	the beside of the tree we saw gorilla.	332
Ss (R: rep)	: (all of them are looking for their friends)	333
T (I: el)	: it was so big and it has black color. We tried to hide beside	334
	the tree and then we continued our walk. We met again some	335
	animals like tiger, bird, butterfly, leopard, crocodile, dolphin,	336
	and gorilla. We tried to move away and we saw the lion.	337
Ss (R: rep)	: (all of them are looking for their friends)	338
T (I: inf)	: yang tidak dapat group silahkan keluar dari game ini yah	339
Ss (R: ack)	: (leaving the game)	340

T (I: el)	: the lion was eating the meat. Evidently, the snake was	341
	creeping around us. we were so afraid and run away.	342
Ss (R: rep)	: (all of them are looking for their friends and some them	343
	leaving the game)	345
T (F: acc)	: okay, good. You all doing a great job.	346
T (I: inf)	: jadi itu contohnya ya. Now, have a seat and make a group	347
	consist of six or seven member. Please one member choose	348
	one thing, that will use to go out from the jungle. Jadi	349
	bagaimana caranya benda-benda itu akan digunakan untuk	350
	membantu anda keluar dari hutan biar anda tidak kehilangan	351
	arah.	
T (I: dir)	: please do it now, After that, I will ask you to present your	352
	result.	
Ss (R: rea)	: (doing the activity)	353
Fs (I: el)	: sir, benda apa saja?	354
T (R: rep)	: yes, anything.	355
	(having discussion)	356
T (I: el)	: finish?	357
Ss (R: rep)	: not yet sir	358
	(the teacher walks around the class and checks the students'	359
	work)	359
T (I: el)	: what kind of things do you use?	360
Fs (R: rep)	: mmm ini sir, book, printer, knife, gunting	361
T (F: eva)	: in English. what is gunting in English?	362
Ss (R: rep)	: silence	363
T (F: com)	: scissor okay.	364
Ms (I: el)	: sir, kalau cipratan Englishnya apa?	365
T (R: rep)	: splash on the water	366
Ss (R: ack)	: oh splash	367

T (I: el)	: how about your group? kalian memakai apa?	368
Ss (R: rep)	: pulpen	369
T (F: eva)	: in English	370
Fs (R: rep)	: mmm pen, we use paper, pisau mmm cutter	371
T (F: eva)	: not cutter	372
Fs (R: rep)	: eh knife, laptop, gps, and helm.	373
Fs (I: el)	: Sir, kalau dua orang sama?	374
T (R: rep)	: no, setiap orang harus beda. Okay?	375
Ss (R: ack)	: mmm okay	378
T (I: el)	: okay, guys finish?	379
Ss (R: rep)	: yes sir.	380
T (I: dir)	: please close here so when your friends present you can hear them.	381
Ss (R: rea)	: following the command.	382
T (I: el)	: okay, start from eki's group. Please. What things do you use?	383
Ms1 (R: rep)	: I use knife to make tanda.	384
T (F: eva)	: what is tanda in English guys?	385
Ss (R: rep)	: mmm sign	386
T (F: acc)	: okay, sign	387
Ms1	: continue... mmm to make a sign in the tree so we don't lose	388
T (F: eva)	: lose?	389
Fs (R: rep)	: lost eky	390
Ms1	: continue..... Oh lost	391
T (F: acc)	: okay good.	392
T (I: el)	: Next member?	393
Fs1 (R: rep)	: I use pen to mark the tree to make sos sign	394
T (F: acc)	: okay	395
Fs2 (R: rep)	: I use laptop to search the signal	396
Ms2 (R: rep)	: I use gps to search the way to out of the jungle	397

T (F: acc)	: to go out from the jungle. Okay	398
Fs3 (R: rep)	: I use helm so when the animal want to mmmm	399
T (F: eva)	: want to....?	400
Fs3	: continue attack me, I can safe	401
T (F: acc)	: okay good.	402
T (F: com)	: use the helm to protect your head actually yeah...	403
Ms (R: rep)	: I use paper to make fire	404
T (F: acc)	: untuk membuat api. Okay, good.	405
T (I: inf)	: you have chosen your way to go out from the jungle. It is nice.	406
T (I: el)	: Next group? Please	407
Fs1 (R: rep)	: I use book to make the map so we can past	408
T (F: eva)	: past or pass?	409
Ss (R: rep)	: pass	410
T (F: com)	: yeah, pass melewati bukan past.	411
T (F: acc)	: okay, jadi buku di gunakan untuk membuat peta. Next member	412
Ms1 (R: rep)	: I use knife to mark the tree so we don't lost	413
T (F: com)	: okay, sama yah kayak di group sebelah.	414
Fs2 (R: rep)	: I use the printer to throw to the animals so we can eat the meat.	415
T (F: acc)	: mmm okay	416
Ms2 (R: rep)	: I use the mmmmm gunting	417
T (F: eva)	: tadi saya bilang gunting itu apa ayo...	418
Fs (R: rep)	: mmmmm scissor	419
T (F: acc)	: yes remember scissor	420
Ms2	: continue..... Use the scissor to cut the meat	421
T (F: acc)	: okay, so you can eat	422
Ss (R: rep)	: haha (laughing)	423
T (F: acc)	: okay, good.	424
T (I: dir)	: Give applaus .	425
Ss (R: rea)	: following the command	426

T (I: inf)	: so you all have your own way to go out from the jungle.	427
T (I: el)	: what is the best way? What do you think? Mana yang paling masuk akal?	428 429
Ms (R: rep)	: semuanya masuk akal sih sir, semuanya bias.	430
T (F: com)	: okay, semuanya bisa. Tapi cara yang paling logic itu making sos tadi yah to get some help. Menunggu bantuan.	431 432
Ss (R: ack)	: nods. Menunggu haha (laughing)	433
T (I: inf)	: yah, menunggu is the best way. Okay, jadi secara tidak sadar, anda sudah bisa menggunakan nama-nama benda to get some help in the jungle. So, it is enough for today. See you next week with different activity, do not forget our lesson today, because when I meet you next week. I will ask what have you learned especially for today.	434 435 436 437 438 438
T (I: el)	: do you understand?	439
Ss (R: rep)	: nods, yes sir	440
T (F: acc)	: okay good.	441
T	: assalamualaikum	442
Ss	: waalaikumsalam	443

(LAW, CLASS A, 1ST MEETING)

MALE TEACHER

T	: assamualaikum	444
Ss	: waalaikumsalam	445
T (I: el)	: how are you today?	446
Ss (R: rep)	: Good, fine	447
Ms (R: rep)	: sleepy	448
T (F: eva)	: hah?	449
Ms (R: rep)	: sleepy	450
T (I: inf)	: sleepy. Okay.	451
T (I: inf)	:So because the class is in the room so it is quite enough rather	452
	than in gazebo, yah suasananya lebih quite. Okay I will check	453
	you presence first. (calling students names)	454
T (I: el)	: okay, so what did you learn last week? Still remember?	455
Ms (R: rep)	: presentation sir. Menggunakan kata kerja.	456
Fs (R: rep)	: used mmmm verb sir	457
T (F: acc)	: oh yeah, you have a presentation.	458
T (I: inf)	:Okay, so now we move to the next lesson. If I ask you this	459
	question please answer (while writing the sentence “what are	460
	you doing”?)	460
T (I: el)	: okay, you, what are you doing?	461
Ms1 (R)	: silence	462
T (F: com)	: please answer it in the complete sentence. Like what are you	462
	doing? I am sitting.	464
T (I: el)	: Okay I ask you what are you doing?	465
Ms1 (R: rep)	: I am sit down	466
T (F: acc)	: okay,	467
T (I: el)	: how about you faurus?	468

Ms2 (R: rep)	: I am boring	469
T (F: acc)	: oh you are boring	470
T (I: el)	: Siska what are you doing?	471
Fs1 (R: rep)	: I am sleepy	472
T (F: acc)	: okay	473
T (I: el)	: You, what are you doing?	474
Fs2 (R: rep)	: I am studying	475
T (F: acc)	: (writing it in the whiteboard).	476
T (I: el)	: You what are you doing?	477
Fs3 (R: rep)	: I am writing	478
T (F: acc)	: okay I am writing.	479
T (I: el)	: Okay the last one what are you doing?	480
Ms3 (R: rep)	: I am run	481
T (F: eva)	: I am run or I am running?	482
Ms3 (R: rep)	: running	483
T (I: inf)	: okay, so there are six sentences but all of them are very different. So let's try to check from the first one. I am sit down.	484 485 485
T (F: eva)	: What's wrong with this one? Apa yang salah?	486
Ms4 (R: rep)	: no "ing"	487
T (F: acc)	: yeah, nggak pake "ing".	488
T (F: eva)	: Why should we put "ing"? why?	489
Ms4 (R: rep)	: because doing	490
T (F: com)	: because doing? Because of this one (while point to the be "are") and because of doing, we should use the activity. So what activity that you have been doing.	491 492 493
T (I: el)	: Yang pertama sitting. Is that activity?	494
Fs (R: rep)	: yeah	495
T (F: eva)	: yeah. How about boring? Apakah aktivitas?	496

Ss (R: rep)	: no,	497
T (F: com)	: no, because this is adjective. So when you say I am boring it means that saya membosankan. You membosankan?	498 499
Ss (R)	: laughing	500
T (I: el)	: <i>faurus membosankan atau bosan?</i>	500
Ms (R: rep)	: <i>bosan</i>	502
T (F: com)	: so you need to say bored not boring. But this is not suitable with the question.	502 504
Ss (R: ack)	: oh, nods	505
T (F: eva)	: what about this one? I am sleepy. Is this suitable with the question?	506 506
Fs (R: rep)	: no	507
T (F: eva)	: no, why?	508
Fs (R: rep)	: because this is objective	509
T (F: eva)	: objective? This is not objective but	510
Ms (R: rep)	: adjective	511
T (F: acc)	: yeah, adjective.	512
T (F: eva)	: What about the rest? I am studying. Is that an activity?	513
Fs (R: rep)	: yes	514
T (I: el)	: I am writing?	515
Ss (R: rep)	: yes	516
T (F: acc)	: okay	517
T (I: el)	: I am running?	518
Ss (R: rep)	: yes	519
T (I: el)	: what about attending?	520
Fs (R: rep)	: yeah	521
T (I: el)	: okay good.	522
T (I: el)	: So what it is commonly called? Biasanya di sebut apa?	523
Ss (R)	: silence	524

T (F: eva)	: cont.....	525
Fs (R: rep)	: continuous	526
T (F: acc)	: yes continuous.	527
T (F: acc)	: Present continuous.	528
T (I: el)	: Are you familiar with the tense?	529
Ms (R: rep)	: yes	530
T (I: el)	: What do you know about present continuous?	531
Ms (R: rep)	: digunakan pada saat sekarang, present	532
T (F: eva)	: sekarang? So what is the difference between simple present and present continuous?	533 534
Fs (R: rep)	: present continuous itu sering digunakan, repeat sir	535
T (F: com)	: repetition. Tapi simple present juga sering digunakan. Okay, yang membedakannya be'nya. There is am is, are and ing.	536 537
T (I: el)	: How about simple present? Ada juga?	538
Fs (R: rep)	: no	539
T (F: com)	: yeah, no. in simple present we need s/es sesuai subjeknya.	540
T (I: inf)	: Okay, now I will ask you some questions. But before let's discuss this one.	541 542
T (I: el)	: What about if I change this one like Yuni am attending the class, ilham is it true? Bisa apa nggak?	543 544
Ms (R: rep)	: no	545
T (I: el)	: why? What should be?	546
Ss (R: rep)	: is	547
T (F: acc)	: yeah, yuni is attending the class.	548
T (F: com)	: Yuni cannot with be am.	549
T (I: el)	: What about faurus and risa is attending the class. Is it true?	550
Fs (R: rep)	: no, are	551
T (I: el)	: why? These are the name of person right?	552
Ms (R: rep)	: yeah, but two...	553

T (F: com)	: yes,	554
T (F: com)	: and there is a conjunction here which means that more than one. Okay. So this should be are.	555 556
T (I: el)	: So how about if I try to make it into negative sentence. Like this I am attending the class. What should it be in the negative sentence?	557 558 558
Fs (R: rep)	: I am not	559
T (F: acc)	: mmm I am not .	560
T (I: el)	: what about this one	561
Ss (R: rep)	: are not.....	562
T (F: com)	: yeah,	563
T (R: com)	: this is very simple but sometimes we do not aware. We always say I eating, I running.	564 565
T (I: el)	: Is it okay?	566
Ss (R: rep)	: no, I am eating, mmmm running.	567
T (F: acc)	: yeah it is.	568
T (I: el)	: so how about if I convert it into questions, dalam kalimat tanya. What should it be?	569 570
Fs (R: rep)	: am I mmmm attending the class?	571
T (F: acc)	: okay, good.	572
T (I: el)	: what about this?	573
Ss (R: rep)	: are they attending the class?	574
T (F: acc)	: okay that's it.	575
T (I: inf)	: So now I will ask you by using these kinds of question like are you standing? You should answer No, I am not standing, I am writing for example. You try to find out another verb. Okay? Paham?	576 578 579 579
Ss (R: ack)	: nods	579
T (I: el)	: you. Are you standing?	580

Fs1 (R: rep)	: no I am not standing, I am talking.	581
T (F: acc)	: okay.	582
T (I: el)	: you, Are you talking?	583
Ms1 (R: rep)	: no, I am not talking but I am writing.	584
T (F: acc)	: I am not talking but I am writing.	585
T (I: el)	: You, are you writing?	586
Fs2 (R: rep)	: no, I am not writing, I am reading.	587
T (F: acc)	: okay.	588
T (I: el)	: Are you reading?	589
Fs3 (R: rep)	: no, I am not reading, I am listening.	590
T (F: acc)	: nice.	591
T (I: el)	: Are you listening?	592
Ms2 (R: rep)	: no, I am not listening, I am flying	593
T (F: acc)	: haha (laughing) okay	594
T (I: el)	: next, are you flying?	595
Ms3 (R: rep)	: no, I am not flying, I am reading.	596
T (F: acc)	: okay, give applaus.	597
T (I: inf)	: so now I give you a list of questions. Please ask you friends	598
	these questions. And after that I will call who should presents.	599
	It is like small interview. okay?	560
Ss (R: ack)	: mmm, yes, nods.	561
T (I: inf)	: go around the class and ask your friends. Jadi nanti anda muter	562
	di kelas dan tanya teman anda. One question for one person. I	563
	give you the example like fani, are you saving money to buy a	564
	motorcycle. You have to ask like that based on the questions in	565
	the paper. And the answer is like no. so you check no here.	566
	After that, you report your interview for example. Fani is	567
	not saving money to buy a motorcycle. so you will tell about	568
	her. And I will ask her to make sure that the answer is true.	569

	Kalau	568 jawabannya tidak sama seperti orang yang saya	570
	Tanya, berarti you did not make the interview.		570
Ss (R: ack)	:	haha (laughing) nods	571
T (I: inf)	:	jadi ketahuan yah, siapa yang interview siapa yang tidak. Do	572
		you understand?	573
Ss (R: ack)	:	yes	574
T (I: dir)	:	okay, let's start.	575
Ss (R: rea)	:	having interview.....	576
T (I: el)	:	finish?	577
Ms (R: rep)	:	no, lagi 1 sir	578
Fs (R: rep)	:	belum sir	579
T (I:inf)	:	okay. (5 minutes later) stop. Your time is up. Who wants	580
		to report first? Bayu. You please. Listen to your friend.	581
Ms (R: ack)	:	oh okay.	582
Fs (R: ack)	:	mmm	583
T (I: inf)	:	let's start from you.	584
Ms1 (R: rep)	:	(presenting) riny is planning to play an instrument.	585
T (I: el)	:	Riny, are you planning to play an instrument?	586
Fs (R: rep)	:	yes	587
T (F: acc)	:	okay. Please continue	588
		(continue the presentation). Fauzan are not wearing the time	589
		watch.	589
T (I: el)	:	Fauzan you are not wearing the time watch. Is it true?	590
Ms (R: rep)	:	yes.	591
T (F: acc)	:	okay, next Fernando.	592
Ms2 (R: rep)	:	(presenting) fauzan is checking attendance list. No, not	593
		checking.	593
T (F: eva)	:	saying it in complete sentence. Fauzan is.....?	594
Ms2 (R: rep)	:	fauzan is not checking attendance list. No, not checking.	595

T (I: el)	: is that true fauzan?	596
Ms (R: rep)	: yes	597
T (F: acc)	: nice. Continue	598
	(continue the presentation) Damar is not looking for any	599
	boyfriend	599
T (F: eva)	: boyfriend itu pacar laki. You should change it into?	600
Ss (R: rep)	: girlfriend haha (laughing)	601
	continue... girlfriend.	602
T (F: acc)	: okay,	603
T (I: inf)	: next. Yuni	604
Fs1 (R: rep)	: Bimbim is not learning to drive	605
T (I: el)	: Bimbim is it true?	606
Ms (R: rep)	: yes, nods	607
T (F: acc)	: okay. Go on	608
	continue..... Dian is planning to study abroad	609
T (I: el)	: dian you are planning to study abroad?	610
Fs (R: rep)	: nods	611
T (F: acc)	: ok, nice. The last one isma	612
Fs2 (R: rep)	: presenting. Nova is saving money to buy a motorcycle.	613
T (I: el)	: is it true nova?	614
Fs (R: rep)	: yes sir	615
T (F: acc)	: good. Continue	616
	continue the presentation..... nadya is not working at a part	617
	time.	617
T (I: el)	: Nadya mana? You are not working at a part time?	618
Fs (R: rep)	: yeah, nods	619
T (F: acc)	: okay. Give applause for all of you.	620
T (I: inf)	: I think the time is almost finish for today, so we stop here.	621
T (I: el)	: but before we close our meeting today, I would like to ask you,	622

	what have you learned today?	623
Ss (R: rep)	: mmmm, simple continue...	624
T (F: com)	: okay, so I don't want to hear you say that I eating or I writing	625
Ss (R: ack)	: nods	626
T (I: el)	: so in simple continues ada apa saja?	627
Ss (R: rep)	: to be, ing	628
T (I: el)	: karena to be'nya ada banyak, so what are they?	629
Ss (R: rep)	: am, is, are	630
T (I: el)	: who should be used with the be am, is and are	631
Ss (R: rep)	: I am, he she it is, you	632
T (F: eva)	: you, terus apa lagi? Name?	633
Ss (R: rep)	: names of person	634
T (F: com)	: yeah, if the person is more than one we should use are and followed by verb ing.	635 636
T (I: el)	: Okay is that any question?	637
Ss (R: rep)	: no	638
T (I: inf)	: okay, I think that's all for today. See you next week.	639
Ss (R: ack)	: iya... yes...	640
T	: assamualaikum	641
Ss	: waalaikumsalam	642

(LAW, CLASS A, 2ND MEETING)

MALE TEACHER

T	: asalamualaikum	643
Ss	: waalaikumsalam	644
T (I: dir)	: please inform to your friends to come to the class right now. If not, they are not permitted to attend the class	645 646
Ss (R: rea)	: okay mrs. (while send their friends message)	647
T (F: acc)	: good	648
T (I: inf)	: kita absen dulu yah	649
Ss (R: ack)	: no response (absence)	650 651
T (I: el)	: how about your mid term test?	652
Fs (R: rep)	: mmm fine sir	653
Ms (R: rep)	: susah sir, sedikit haha (laughing)	654
T (F: acc,com)	: okay, I hope everything's good.	655
T (I: inf)	: And our class today is about Questioning.	656
T (I: el)	: what is in your mind when you heard questioning?	657
Fs (R: rep)	: ask	658
T (F: acc)	: you sure about ask,	659
T (I: el)	: terus?	660
Fs (R: rep)	: mmm interview	661
T (F: acc)	: okay	662
T (I: el)	: and then? What else?	663
Ms (R: rep)	: kepo	664
T (F: eva)	: okay kepo, what is kepo?	665
Ms (R: rep)	: curious	666
T (F: com)	: curiosity yah, curious itu adj. kalau curiosity itu noun. Okay	667
T (I: el)	: apa lagi?	668

Ms (R: rep)	: test	669
Ms (R: rep)	: Uas	670
T (F: acc)	: okay, test	671
T (I: el)	: now I ask you, have you make a questioning? Bisa bikin kalimat tanya gak?	672 673
Ms (R: rep)	: bisa	674
T (F: acc)	: okay,	675
T (I: el)	: you	676
Ms (R: rep)	: can I ask something?	677
T (F: acc)	: okay,	678
T (I: el)	: Tia give me one question	679
Fs (R: rep)	: what is your name?	680
T (F: acc)	: okay.	681
T (I: el)	: Rovi?	682
Fs (R: rep)	: where is your home?	683
T (F: acc)	: where is your home.	684
T (I: el)	: what is the difference between home and house?	685
Fs (R: rep)	: home is location, house is noun.	686
T (F: acc)	: okay	687
T (I: el)	: you Azrul? Apa? Home house itu apa?	688
Ms (R: rep)	: same sir	689
T I: el)	: Anda pernah dengar ada house work?	690
Ss (R: rep)	: tidak pernah	691
T (I: el)	: adanya apa?	692
Ss R: rep)	: homework	693
T (I: el)	: anda pernah dengar istilah go home?	694
Ss (R: rep)	: nods, pernah	695
T (F: acc)	: okay	696
T (I: el)	: ada gak go house?	697

Ss (R: rep)	: tidak	698
T (I: el)	: kenapa?	699
Ss (R: rep)	: no response	700
T (R: rep)	: because is referring to the feeling but the hose is the building.	701
	Jadi kalau home anyone can be the home. You can be my	702
	home. But you cannot be my house. So home is related to our	703
	feeling but house is truly a building.	704
T (I: el)	: okay one more question, you	705
Ms (R: rep)	: are you ready?	706
T (F: acc)	: okay	707
T (I: inf)	: so anda sudah bisa buat pertanyaan, now I will ask you, cuman	708
	ada satu persyaratan, jawabannya harus yes or no	709
Fs (I: el)	: kalau yang lain?	710
T (R: rep)	: no, gak boleh yang lain	711
T (I: el)	: okay let's start. What do you eat?	712
Ms (R: rep)	: mmm no	713
T (F: acc)	: okay	714
T (I: el)	: did you sleep last night ?	715
Ms (R: rep)	: yes	716
T (F: acc)	: <i>he'em</i>	717
T (I: el)	: do you watch a tv?	718
Ms (R: rep)	: no	719
T (I: el)	: what tv program do you watch?	720
Ms (R: rep)	: karma hahaha (laughing)	721
T (F: eva)	: please answer yes or no?	723
Ms (R: rep)	: no	724
T (F: com)	: okay thank you. So guys perjanjiannya adalah anda menjawab	725
	yes or now	726
T (I: el)	: putri. Do you have a boyfriend?	727

Fs (R: rep)	: no	728
T (F: acc)	: okay	729
T (I: el)	: do you have a close friend?	730
Fs (R: rep)	: yes	731
T (F: acc)	: good	732
T (I: el)	: what is his name or what is her name?	733
Fs (R: rep)	: yes	734
T (F: acc)	: okay	735
T (I: el)	: do you eat rice?	736
Fs (R: rep)	: yes	737
T (F: acc)	: yes	738
T (I: inf)	: okay, jadi tadi saya sudah tanyakan anda beberapa pertanyaan	739
	yang mana jawabannya harus dua.	740
T (I: el)	: And after you listened to my question, what do you think?	741
	About the question. so question itu ada berapa jenis?	742
Fs (R: rep)	: dua	743
T (I: el)	: yang pertama adalah?	744
Ss (R: rep)	: yes no	745
T (F: acc)	: yes no question	746
T (I: el)	: what about the others?	747
Ss (R: rep)	: 5W 1H	748
T (F: eva)	: okay, ini biasanya disebut?	749
Ms (R: rep)	: explanation	750
T (F: eva)	: explanation? Pro?	751
Ss (R: rep)	: proses	752
T (F: com)	: probing. so there is not only yes or no question. you are not	753
	only asking are you from Indonesia? Are you eating? No. you	754
	will get nothing. But if you use probing question, you have a	755
	lot of information that you will get from the audiences	756

T (I: el)	: apa sih probing question itu? Dari kata pro	757
Ss (R: rep)	: no response	758
T (R: rep)	: it means you mereveal atau menemukan apa yang tidak anda ketahui. Misalnya what is your name? anda kan tidak tahu namanya sehingga anda buka dengan probing question.	759 760 761
T (I: el)	: nah sekarang saya Tanya, can you make a question by using probing question?	762 763
Ss (R: rep)	: yes	764
T (F: acc)	: yes.	765
T (I: el)	: okay, you. Kasih saya probing question. one.	766
Fs (R: rep)	: when you get married?	767
T (F: eva)	: when? Kurang apa ini?	768
Fs (R: rep)	: did you	769
T (F: acc)	: yah, when did you get married.	770
T (I: inf)	: okay sekarang saya punya 5 sentences. Dari 5 itu, bisakah anda cari polanya,	771 772
T (I: el)	: ada gak kemiripan antara yes no question dengan probing question.	773 773
Ss (R: rep)	: no response	774
T (F: eva)	: misalkan oh ini modals nya dlu, oh ini to do nya dulu. Oh ini subjectnya dulu	775 776
Fs (R: rep)	: kalau yes no, to do nya dlu	777
T (F: acc)	: iya	778
T (I: el)	: how about this one? Ada yes no questionnya?	779
Fs (R: rep)	: no	780
T (F: eva)	: no? did I get married? No, did I get married? Yes. So?	781
Ss (R: rep)	: oh iya, bisa.	782
T (F: acc)	: okay	783
T (I: el)	: terus yang ini?	784

Fs (R: rep)	: yes	785
Ms (R: rep)	: no	786
T (F: com)	: no, kenapa? Because ini bukan kalimat verba. Dia nominal.	787
	Nominal itu yang gak punya verb. For example I am a student.	788
	My name is Dwick.	789
T (I: el)	: ada gak kata kerja di situ?	790
Fs (R: rep)	: tidak	791
T (F: acc)	: yes, there's no.	792
T (I: el)	: kalau misalkan ini kalimatnya, when do you go home?	793
Fs (R: rep)	: yes no question	794
T (F: eva)	: yang mana?	795
Fs (R: rep)	: do you go home?	796
T (F: acc)	: yes, do you go home.	797
T (F: com)	: so when you want to make probing question, make sure kalau	798
	anda sudah bisa bikin yes no question. misalnya she eats	799
	something in the classroom. anda carikan dulu kalimat ini	800
	menjadi interrogative sentence.	800
T (I: el)	: jadinya apa?	801
Fs (R: rep)	: did she..	802
T (F: eva)	: Did? Did?	803
Ms (R: rep)	: does	804
T (F: acc)	: yeah does	805
T (I: el)	: why does?	806
Fs (R: rep)	: karena eatnya ada s	807
T (F: acc)	: iya ada s nya	808
T (F: com)	: kalian harus aware sama yang namanya tense	809
T (I: el)	: okay. Does she eat something in the classroom? ini probing	810
	atau yes no question?	811
Ss (R: rep)	: yes no question	812

T (F: acc)	: yes no question	813
T (I: el)	: gimana kalau kita jadikan probing untuk menanyakan tempatnya?	814
Ms (R: rep)	: what ..	815
T (F: eva)	: what?	816
Fs (R: rep)	: where	817
T (F: acc)	: okay..	818
T (I: el)	: kalau probing untuk kapan?	819
Ss (R: rep)	: when...	820
T (F:acc)	: when	821
T (I: el)	: kalau probing untuk apa yang dimakan?	822
Ss (R: rep)	: what...	823
T (F: com)	: yes what. So probing question itu berawal dari yes no question	824
Ss (R: ack)	: mmm nods	825
T (I; el)	: okay do you understand?	826
Ss (R: rep)	: yes sir	827
T (F: acc)	: good	828
T (I: el)	: ada pertanyaan?	829
Ss (R: rep)	: mmm no	830
T (F: acc)	: okay	831
T (I: inf)	: kelas kita hari ini selesai, see you next week dan jangan lupa materi hari ini yah	832
Ss (R: ack)	: hehe yes sir	834
T	: okay see you assalamualaikum	835
Ss	: waalaikumsalam	836

(PSYCHOLOGY, CLASS C, 1ST MEETING)

FEMALE TEACHER

T	: assalamuaikum	837
Ss	: waalaikumsalam	838
T (I: inf)	: it is like we have a private class here because only 123456.....	839
T (I: el)	: where are the others?	840
Ss (R: rep)	: otw miss	841
T (I: el)	: how is your day?	842
Fs (R: rep)	: fine miss	843
Ms (R: rep)	: mmm baik baik	844
T (I: el)	: how about your middle test?	845
Fs (R: rep)	: fine juga miss	846
Ms (R: rep)	: mmm tidak fine miss haha (while laughing)	847
T (I: el)	: ini yang baru datang dari mana?	848
Fs (R: rep)	: beli jajan dulu miss	849
T (I: dir)	: have a sit	850
Ss (R: rea)	: nods and follow the command	851
T (I: inf)	: actually I have one to make today's meeting as soon as possible	852
	because I'm gonna give a break after you middle test last week	853
	and for our today's meeting I think I'm just going to give you	854
	the material that you are going to prepare for your presentation	855
	next week.	855
Ss (R: ack)	: mmm nods	856
T (I: el)	: okay, let me ask you something, have you ever sold something	857
	anyone here? Ada yang pernah jualan di sini?	858
Ss (R: rep)	: no	859
T (I: el)	: maybe you have a business outside the classroom? like online	860
	shop? Ada yang pernah?	861

Ms (R: rep)	: gak ada haha (laughing)	862
T (I: el)	: kamu pernah? Konter?	863
Ms (R: rep)	: gak.	864
T (F: acc)	: haha (laughing) okay.	865
T (I: inf)	: if you never sold something in your life so I want you to	866
	imagine like mmm when you want to sold something, it might	867
	be your personal or staffs. So what are you going to do to make	868
	your things get sold.	869
T (I: el)	: apa sih yang kalian lakukan biar laku dagangannya?	870
Ms (R: rep)	: promotion	871
T (F: acc)	: yes, you have a promotion	872
T (I: el)	: what should you say to your costumer? So they want to buy	873
	your products?	874
Fs (R: rep)	: mmm the benefit	875
T (acc)	: yes good	876
T (I: el)	: and then?	877
Ms (R: rep)	: classification of the product	878
T (I: el)	: what else? What will you do?	879
Ms (R: rep)	: advertisement	880
T (F: com)	: yeah, you are going to have advertisement. Kalau jaman	881
	sekarang lebih gampang karena kita berada di era media social yah.	882
Fs (R: rep)	: endorse	883
T (I: el)	: the girls yang sebelah sana have you ever sold something?	884
	Pernah jualan sesuatu?	885
Fs (R: rep)	: belum pernah	886
T (F: com)	: kalau kalian mau berjualan yang pertama kalian lakukan bisa	887
	iklankan barangnya. You can make a promotion or advertise your product.	888
T (I: el)	: and the next you can? Yang kedua kalian bisa apa?	889
Ms (R: rep)	: tell quality	890

T (F: acc)	: okay, you can tell the quality of the product	891
T (I: el)	: apa lagi?	892
Fs (R: rep)	: give mmm discount	893
T (F: acc)	: yes, you can give the discount	894
T (I: inf)	: so our topic is actually that things so we are going to make	895
	promotion. So when someday have graduated from this	896
	university and you don't want to have a carrier related to your	897
	field and you want to be a business person then you can sell	898
	something. Jadi hari ini topiknya agak sedikit melenceng, cause	899
	I want you to out from your comfort zone. Jadi sehari aja kita	900
	akan jadi orang yang mempromosika produk.	900
T (I: el)	: okay, so when you are going to promote a product, what are	901
	you going to do first?	902
Ms (R: rep)	: opening	903
T (I: el)	: openingnya isinya apa?	904
T (R: rep)	: you have to have your opening session.	905
T (I: el)	: dengan cara apa?	906
Ms (R: rep)	: memperkenalkan diri	907
T (F: eva)	: sebelum memperkenalkan diri, apa dulu?	908
Fs (R: rep)	: salam	909
Ms (R: rep)	: greeting	910
T (F: acc)	: salam dulu	911
T (I: el)	: apa namanya salam?	912
Ss (R: rep)	: greeting	913
T (I: el)	: how do you great your customer guys?	914
Ms (R: rep)	: good morning	915
T (I: el)	: what else?	916
Fs (R: rep)	: assalamualakium	917

T (F: com)	: assalamualaikum, or you can say for example good morning	918
	everybody how are you today. You can ask about how are their day.	919
Ss (R: ack)	: nods	920
T (I: el)	: what is the next thing? Selanjutnya apa?	921
Ms (R: rep)	: intro...	922
Fs (R: rep)	: introduce	923
T (F: acc)	: introduction. So you have to introduce yourself	924
T (I: el)	: miss mau nanya Nara bagaimana caranya introduction. How	925
	would you say in the front of your customer.	926
Ms (R: rep)	: hello, my name is Nara.	927
T (F: com)	: okay, yes it is important to mention your name	928
Ss (R: rep)	: oh okay, nods	929
T (I: el)	: and then?	930
Fs (R: rep)	: I have a..... product	931
T (I: el)	: Apa yang kalian sebutkan selanjutnya?	932
Ms (R: rep)	: I am from....	933
T (I: el)	: setelah itu apa lagi?	934
T (R: rep)	: tujuan.....	935
T (I: el)	: apa itu tujuan in English?	936
T (I: el)	: what is intention? tujuan kalian berdiri di depan mereka itu	937
	untuk apa?	937
Fs (R: rep)	: mempromosikan	938
T (F: acc)	: yah,,, okay	939
T (I: el)	: how would you say to the customer?	940
Ms (R: rep)	: mmm hello, I here to promote the product	941
T (F: acc)	: okay, I am standing here to promote my product	942
T (I: el)	: sampai disini any question?	943
Ss (R: rep)	: no	944
T (I: el)	: so what is the next stage?	945

Ms (R: rep)	: closing	946
Fs (R: rep)	: telling the product	947
T (I: el)	: first thing first apa yang kalian sebutkan untuk spesifikasi produk?	948
Ms (R: rep)	: bahannya	949
T (I: el)	: sebelum bahannya? What is it?	950
Fs (R: rep)	: name	951
T (I: el)	: and then? After the name?	952
Ms (R: rep)	: kegunaan	953
T (I: el)	: sebelum kegunaan?	954
Ms (R: rep)	: bahannya	955
Ms (R: rep)	: kelebihan miss	956
T (F: acc)	: ya bahannya apa ya.. the materials	957
T (I: el)	: selain material apa lagi?	958
T (R: rep)	: size	959
T (I: el)	: okay setelah nama barang, bahan, sizenya, trs apa lagi?	960
Ms (R: rep)	: color	961
T (I: el)	: apa itu color selection?	962
T (F: com)	: okay jadi itu maksudnya warna barang yang didalamnya has different ingredient like shampoo contohnya ginseng	963
T (I: el)	: terus apa lagi?	964
Fs (R: rep)	: rumput laut?	965
T (I: el)	: ada gak sih rumput laut?	966
Ss	: haha (laughing)	967
T (I: el)	: selanjutnya apa lagi? Setelah color selection? What should you say to your customer?	968
Fs (R: rep)	: function	969
T (I: el)	: contohnya?	970
Ms (R: rep)	: hape ini mempunyai ram 4gb	971

T (I: el)	: selain itu?	974
Fs (R: rep)	: this shampoo is mmmmm good to you	975
T (F: acc, com)	: ya,,, for example this product is used to make your hair strong, etc...	976
T (I: el)	: setelah function? Apa?	977
T (R: rep)	: benefits	978
T (I: el)	: apa itu benefits	979
Ms (R: rep)	: keunggulan	980
T (I: el)	: so what would you say?	981
Fs (R: rep)	: mmm misalkan HP ini mempunyai kamera yang bagus	982
T (I: el)	: so why you tell the benefits to the customer?	983
Fs (R: rep)	: to mmm menarik pelanggan	984
T (F: acc)	: he'em good	985
T (I: el)	: after the benefits?	986
Ms (R: rep)	: closing	987
Ms (R: rep)	: not closing	988
Fs (R: rep)	: price	989
T (F: com)	: okay. So it is important to make your customer know how much money that they are going to use to buy your product.	990 991
T (I: el)	: gimana caranya bilang price? What whould you say?	992
Ms (R: rep)	: mmm cheap	993
T (F: acc)	: okay this is very cheap	994
T (I: el)	: apalagi?	995
Fs (R: rep)	: discount	996
T (F: com)	: he'em jadi harus pintar-pintar ngasih discount atau special offer	997
Ss	: haha (laughing)	998
T (I: el)	: okay, setelah price apa guys?	999
Ss (R: rep)	: closing	1000
T (I: el)	: what will you say for the closing stage?	1001

Ms (R: rep)	: thank you sudah mendengarkan	1002
Fs (R; rep)	: terimakasih untuk waktunya	1003
T (F: com)	: okay, thank you for your time, I hope you enjoy it	1004
T (I: inf)	: okay guys, jadi minggu depan tugas kalian bikin satu produk	1005
	lalu dipromosikan didepan kelas.	1006
Ms (I: el)	: kayak tadi miss?	1007
Fs (I: el)	: free miss produk apa?	1008
T (R: rep)	: free, dan contohnya seperti tadi. Ada bagian-bagian yang harus	1009
Ss (R: ack)	: okay miss	1011
T (I: inf)	: oh I forgot to have the absence	1012
T (I: dir)	: pay attention guys, dengarkan nama kalian	1013
Ss (R: rea)	: yes miss	1014
T (I: inf)	: okay, so today's meeting is enough see you next week	1015
Ss (R: ack)	: thank you miss	1016
T	: assalamualaikum	1017
Ss	: waalaikumsalam	1018

(PSYCHOLOGY, CLASS C, 2ND MEETING)

FEMALE TEACHER

T	: assalamualaikum	1019
Ss	: waalaikumsalam	1020
T (I: el)	: where are the others?	1021
Ms (R: rep)	: masih tak hubungi miss	1022
T (I: dir)	: please inform to them, I will wait for ten minutes more.	1023
	Because what? I'll close the door.	1023
Ss (R: rea)	: yes miss	1024
T (I: el)	: so how about your middle test? Everything's alright	1025
Ms (R: rep)	: yes	1026
Fs (R: rep)	: ok miss	1027
T (F: acc)	: good	1028
T (I: el)	: so how is your day?	1029
Ms (R: rep)	: not good haha (laughing)	1030
T (I: el)	: why?	1031
Ms (R: rep)	: because the weather mmm panas miss	1032
T (F: acc, com)	: okay so I do agree that the weather is really hot out there, so	1033
	make sure that you always wear the jacket when you go outside	1034
Ss (R: ack)	: he'em nods	1035
T (I: el)	: so when we didn't have the class last meeting, what were you	1036
	doing? Kalian ngapain?	1037
Ms (R: rep)	: mmm rest	1038
T (F: acc)	: oh taking rest	1039
T (I: inf)	: okay we'll have attendance list first	1040
Ss (R: ack)	: yeah	1041
	(absence)	1042

T (I: dir) : okay so today, what have you do is please take a piece of paper.1043
Ambil kertas masing-masing kemudian I want you to divide the 1044
paper into four like this 1045

Ss (R: rea) : yes miss 1046

T (I: dir) : please draw pictures related to your hobbies 1047

Ss (R: rea) : okay, nods (do the activities) 1048

T (I: inf) : ketika hobinya main game, ya udah gambar aja game apa 1049
di sini, ketika hobinya tidur you may draw the bedroom or the 1050
mattress. So you it is related to your hobbies and something that 1051
you want to create for your hobbies. Misalnya saya hobinya 1052
main game saya mau nyiptain game yang kayak gini. Contohnya1053
yang belum ada yang nyiptain. 1053

Ss (R: ack) : yes, nod 1054

Ms (I: el) : digambar? 1055

T (R: rep) : iya digambar 1056

T (I: inf) : jadi yang pertama your hobbies, kedua something that you 1057
want to create, yang ketiga the stuffs yang tidak mungkin anda 1058
tinggalkan, the last one is what peoples think you like.. jadi 1059
misalkan oh orang bilang saya ini tinggi 1060

Ms (I: el) : kalau misalkan kata orang kamu kurus 1061

T (R: rep) : jad gimana caranya kamu gambar kayak gitu.. 1062

Ss (R: ack) : he'em ok miss 1063

T (I: inf) : I want to inform you that your time is seven minutes. After 1064
that I will call you to present your result 1065

Ss (R: ack) : ok, yes 1066

Fs (I: el) : miss, should we speak? 1067

T (R: rep) : yes of course because this is not reading class but speaking, 1068
so you have to speak 1069

T (I: dir) : okay. Do it right now 1070

Ss (R: rea)	: do the activities	1071
T (I: el)	: finish guys?	1072
Ss (R: rep)	: belum miss	1073
T (F: acc)	: okay	1074
T (I: inf)	: ok times's up.	1075
T (I: el)	: start from you the corner boy	1076
Ms (R: rep)	: attention guys. This is my hobby, watching tv. This is pc. I	1077
	want to make a tv program for the deaf people. And I cannot leave my wallet	1078
T (I: el)	: why?	1079
Ms (R: rep)	: because I save my money in my wallet and people call me	1080
	bamboo.	1080
T (I: el)	: guys is everybody agree that Dani is like a bamboo?	1081
Ms (R: rep)	: yes haha (laughing)	1082
Fs (F: rep)	: kagak	1083
T (I: el)	: well did you always watch the tv full week?	1084
Ms (R: rep)	: no, if I have mmm free time	1085
T (I: el)	: about tv program who tells you to make it?	1086
Ms (R: rep)	: I just imagine	1087
T (F: acc)	: okay. Good	1088
T (I: el)	: Next presenter.	1089
Ms (I: el)	: miss kelas B gak papa?	1090
T (R: rep)	: gak papa dong.	1091
T (I: el)	: Ayo	1092
Ms (R: rep)	: assalamualaikum. My hobby is playing badminton and food	1093
	culinary. And I want to make airplane so we can go to another	1094
	planet mmm another galaxy. I cannot go without wallet n music	1095
T (I: el)	: why should wallet and music?	1096
Ms (R: rep)	: because I love music and in wallet is STNK, KTP, SIM.	1097
	And my friends call me handsome man	1098

T (F: acc)	: okay good	1099
T (I: el)	: next	1100
Fs (R: rep)	: assalamualaikum wr wb. My hobby is watching youtube and	1101
	playing tweeter. I love to see vlog. The second I want to make	1102
	alarm o'clock that can ring when the sunrise.	1103
T (I: el)	: why is it?	1104
Fs (R: rep)	: mmm it will help me wake me up	1105
T (I: el)	: jadi secara otomatis dia akan berbunyi gitu?	1106
Fs (R: rep)	: yes when sunrise in the morning and I can't live without my	1106
	bracelet	1107
T (I: el)	: why?	1108
Fs (R: rep)	: because I got this from my father	1109
T (F: acc)	: oh your father okay	1110
Fs	: continue... and people tell me that I am lazy	1111
T (F: acc)	: okay good,	1112
T (I: el)	: next	1113
Fs (R: rep)	: assalamualaikum. My hobby is trip.	1114
T (I: el)	: because?	1115
Fs (R: rep)	: because when I'm travelling I feel good. And then I want to	1116
	make propeller	1117
T (I: el)	: why?	1118
Fs (R: rep)	: because I like it haha (laughing). The next I cannot live without	1119
	handphone	1120
T (I: el)	: handphone? Why handphone?	1121
Fs (R: rep)	: because handphone is important to get information	1122
T (F: acc)	: nods	1123
Fs	: continue..... and the last my friends said me thin	1124
T (F: acc)	: okay good	1125
T (I: dir)	: so right now what you have to do is please submit it to me first	1126

Ss (R: rea)	: submitting the paper	1127
T (I: inf)	: okay jadi nanti saya akan berikan secara acak. Dan kalian	1128
	mempresentasikan punya teman kalian yang kalian dapat.	1129
T (I: el)	: Okay start from the girl.	1130
Fs (R: rep)	: my friend hobby is playing smack down. She want to make a	1131
	new game that mmm anyone cannot eh have not make it.	1132
T (I: el)	: contohnya apa tu?	1133
Fs (R: rep)	: gak ngerti miss.. tembak-tembak deh kayaknya miss	1134
	and she cannot live without the food	1135
T (I: el)	: because food gives you energy?	1136
Fs (R: rep)	: yes miss and people tell that she is small	1137
T (F: acc)	: he'em okay. Thank you	1138
T (I: el)	: next..	1139
Ms (R: rep)	: from Dani. I like to play card. I want to make sport place	1140
	and handphone. I cannot go without handphone	1141
T (I: el)	: because?	1142
Ms (R: rep)	: because my game is in my handphone. And people call me	1143
	quiet man	1143
T (I: el)	: mmm buat main game yah...	1144
Ms (R: rep)	: nods, iya	1145
T (F: acc)	: okay good	1146
T (I: el)	: next?	1147
Fs (R: rep)	: my hobby is sleeping. I will make teleportation.	1148
T (I: el)	: jadi kalau saya klik di appsnya saya bisa pindah?	1149
Fs (R: rep)	: mmm yah and people call me cool man. And I cannot go	1150
	anywhere without handphone	1151
T (F: acc)	: okay.	1152
T (I: el)	: next?	1153
Ms (R: rep)	: ok so I like mmm berenang.	1154

T (F: eva)	: English.. swim.....	1155
Ms (R: rep)	: swimming. I want to make mmm swimming pool but with	1155
	cold water	1156
T (I: el)	: ha? For what?	1157
Ms (R: rep)	: so when people fell mmm hot they can go there	1158
T (I: el)	: tidak beku orangnya?	1159
Ss	: haha (laughing)	1160
Ms (R: rep)	: no, tidak terlalu cold.	1161
Ss	: haha (laughing)	1162
Ms	: continue... and I cannot go out without clothes	1163
T (F: com)	: of course, you have to...	1164
Ms	: continue.... and people tell me that I am lazy person	1165
T (F: acc)	: okay,,,	1166
T (I: el)	: semuanya sudah dapat bagian presentasi?	1167
Ss (R: rep)	: sudah miss	1168
T (F: acc)	: okay	1169
T (I: inf)	: kalau sudah mmm pelajaran hari ini sampai sini saja. Minggu	1170
	depan kita ganti topic. So we change our topic for next week.	1171
	Please don't forget the materials today	1172
Ss (R: ack)	: yes miss	1173
T (F: acc)	: good.	1174
T (I: inf)	: See you next week. Assalamualaikum	1175
Ss	: waalaikumsalam.	1176

(LAW, CLASS D, 1ST MEETING)

FEMALE TEACHER

T	: assamualaikum.....	1177
Ss	: waalaikumsalam...	1178
T (I: el)	: <i>yang lain mana?</i>	1179
Ss (R: rep)	: OTW miss..	1180
T (I: el)	: what did you do last week? When I did not come?	1181
Ss (R: rep)	: haha (laughing) yes no, skip miss	1182
T (I: el)	: oh, <i>jadi ibu tidak masuk kalian skip skip? Iya?</i>	1183
Ss (R: rep)	: haha (laughing)	1184
T (I: el)	: <i>ada yang presentasi kemarin?</i>	1185
Ss (R: rep)	: hehe yes miss.	1186
T (F: acc)	: okay,	1187
T (I: inf)	: by the way I would like to inform you that next week mid term	1187
	test.	1188
Ss (R: ack)	: oh UTS	1189
T (I: inf)	: today is our six meeting. <i>Jadi minggu depan itu sudah uts.</i>	1190
	Today I will teach you how to presenting a market. I don't want	1191
	you present another market <i>karena saya tau kalian siswa baru.</i>	1192
Ss (R: ack)	: hehe iya..	1193
T (I: inf)	: <i>nah kita punya banyak market di UMM, silahkan pilih mau</i>	1194
	<i>yang mana dan presentasikan..</i> because we have a lot.	1195
Fs (I: el)	: GKB? Bias bu?	1196
T (R: rep)	: <i>GKB boleh, dome boleh.. free yah.</i> It's up to you	1197
Fs (R: ack)	: nods	1198
Ms (I: el)	: so, our presentation will be start today?	1199
T (R: rep)	: yes, of course. So, please decide what market or building	1200
	you want.	1200

Ms (R: ack)	: mmmm yes miss	1201
T (I: el)	: I would like to ask you how many presentation that you	1202
	already have?	1202
Fs (R: rep)	: two...	1203
Ms (R: rep)	: every week...	1204
T (I:el)	: every week you have a presentation?	1205
Ms (R: rep)	: yes	1206
T (I: el)	: what is the presentation about?	1207
Ss (R: rep)	: skip skip, next next (while laughing)	1208
T (F: acc)	: <i>oh jadi yang paling diingat itu adalah skip skip next next</i>	1209
	(while laughing)	1210
Ss (R: rep)	: yes, haha (laughing)	1211
T (I: el)	: because you have already known about the presentation, what	1212
	is the first you do or say?	1213
Ms (R: rep)	: greeting	1214
T (F: acc)	: okay greeting.	1215
T (I: el)	: So after that what should you do?	1216
Ss (R)	: mmmmmm	1217
Ms (R: rep)	: opening ...	1218
T (I: el)	: opening with?	1219
Ms (R: rep)	: introducing the team	1220
T (F: acc)	: introducing the team. Okay.	1221
T (I: el)	: Kemudian apa lagi? What should you do?	1222
Ms (R: rep)	: we explain about the market	1223
Ms (R: rep)	: describe describe	1224
T (F: acc)	: yeah, describe	1225
Ss (R)	: yeah, describe	1226
T (I: el)	: okay, so the first you do is greeting, the second is introducing	1227
	the members, the third is describe the market, after describing	1228

	the market, what is the fourth one?	1229
Ms (R: rep)	: the function of the market	1230
T (F: acc)	: okay telling the function of the market	1231
Ss (R)	: yes	1232
T (I: el)	: after the function what should you say?	1233
Ms (R: rep)	: introducing the ingredients of the market	1234
T (I: el)	: the <i>apa</i> ?	1235
Ms (R: rep)	: the ingredients	1236
T (F: com)	: the materials	1237
Ss (R)	: haha (laughing)	1238
T (F: com)	: the materials. The ingredient is for cooking.	1239
T (I: el)	: What else?	1240
Fs (R: rep)	: keunggulan	1241
T (F: acc)	: keunggulan marketnya	1242
Ss (R: rep)	: designnya miss	1243
T (F: com)	: okay, the design of the market. <i>Jadi designnya seperti apa.</i>	1244
T (I: el)	: <i>Okay, I wanna ask you ketika greeting kita ngapain? What should we say?</i>	1245 1246
Ms (R: rep)	: assamualaikum	1247
T (I: el)	: kemudian?	1248
Ss (R: rep)	: waalaikumsalam	1249
T (F: com)	: okay, so when you say assamualaikum, do not forget to say	1250
	good morning.	1251
Ss (R: ack)	: nods	1252
T (I: el)	: and introducing member what should you say?	1253
T (I: inf)	: Karena ketika presentasi di tempat-tempat resmi mereka tidak	1254
	memperkenalkan nama, mereka hanya memperkenalkan	1255
	dirinya sebagai apa, temannya sebagai apa	1256
Ss (R: ack)	: yeah,	1257

T (I: el)	: after you describe the market and the last part is?	1258
Fs (R: rep)	: closing	1259
T (I: el)	: oh closing, jadi saya diberikan kesempatan untuk bertanya?	1260
Ss (R: rep)	: oh no, questions miss	1261
T (F: acc)	: okay, questions and finally closing.	1262
T (I: inf)	: Okay, so what you should do now is chose the building that	1263
	will be presented.	1264
Ss (I: el)	: now miss?	1265
T (R: rep)	: yes, hari ini yah.	1266
T (I: dir)	: Okay, let's start.	1267
Ss (R: rea)	: yes miss.	1268
T (I: el)	: Ando's group, are you ready?	1269
Ms (R: rep)	: yes miss. Assamualaikum, and good evening	1270
	(it should be good afternoon)	1271
T & Ss (R:)	: waalaikumsalam	1272
	Continue..... thank you for coming, my name is	1273
	Rahman kusuma as the director, and this my partner fadila as	1274
	the manager, this is waina as the worker, and natan as the	1275
	designer. Okay, we are presentation.	1275
T (F: eva)	: we are presentation? No.	1276
Ms (R: rep)	: we will presentation	1277
Ms (R: rep)	: no no, bukan itu	1278
T (F: com)	: we will present, atau we will discuss	1279
Ms (R: ack)	: oh yes,	1280
	Continue..... we will discuss about dome.	1281
T (I: el)	: you are very hurry, I don't know where is dome?	1282
Ms (R: rep)	: oh, this is dome.	1283
T (F: acc)	: oh, this is the dome.	1284
	Continue..... The first speaker is fadila. Mmmm, I will	1285

describe about dome. Dome is behind the masjid. 1286

T (I: el) : if there is a mosque, can I see the mosque? 1287

Ms (R: rep) : this, behind. 1288

Continue..... the dome is absolutely circle building 1289

T (I: el) : mmmmm you said that the dome is circle is like this (while 1290
making the circle movement) and this is the length of the dome? 1291

Ms (R: rep) : yeah, it is circle and length. (silence) 1292

T (I: el) : so that's all about dome? 1293

Ms (R: rep) : yeah, that's all 1294

Continue..... the function of the dome is to together all to the 1295
event, like graduation, concert. The material, they are concrete. 1296

Like waters, sands, and also the roof. That's all our 1297
presentation. Nest is Q&A. 1297

T (I: el) : I wanna ask why the dome is located over here? Is there any 1298
consideration? Kenapa di sini? 1299

Nggak di sana atau di sana? 1300

Ms (R: rep) : I will answer the question, the first is maybe the land is strong, 1331
so we can put the foundation, and it will be easy. 1332

T (F: com) : will be easy because the land is very compatible. 1333

T (I: el) : Ok so the second? You said first, so what is the second? 1334

Ms (R: rep) : the second is the land is near by the river so the circulation of 1335
the water will be mmm easier 1336

T (F: acc) : okay thank you for answering my questions. 1337

Continue. thank you, that's our presentation. Assamualaikum 1338

T & Ss (R) : waalaikumsalam. 1339

T (I: el) : next presenter 1340

Fs (R: rep) : thank you I am as the moderator, and the first speaker is 1341
rahma, the second is wati, and the last is ovi. For the next, will 1342
be presented by my friend. 1343

Fs : continue..... our presentation is about helipad. The function is, 1344
this university mmmm our rector makes agenda so the agenda 1345
will be held on helipad, like pesmaba, disnatahis of department. 1346

T (F: acc) : okay 1347
Continue.so this helipad is useful. The design of helipad UMM 1348
is round. The field is very large around the helipad.The dsigner 1349
of our university is too smart because it is beautiful to see and 1350
follow the logo of UMM. Thank you for your attention. 1351
Maybe anyone want to asking us. 1351

T (F: acc) : okay well, thank you the presentation. 1352

T (I: el) : What is in the helipad? 1353

Fs (R: rep) : there is letter H inside the helipad. 1354

T (I: el) : what is H means? 1355

Fs (R: rep) : maybe helipad hehe (laughing) 1356

T (I: el) : why the color is white? Not red maybe 1357

Fs (R: rep) : maybe because our campus is white, so it is match to see from 1358
the air. 1358

T (F: acc) : okay, good. Thank you very much. Please close. 1359
Continue. thank you guys, this is our presentation. 1360
Assamualaikum 1360

T & Ss (R) : waalaikumsalam 1361

T (I:inf) : okay guys, kelasnya kita cukup sampai disini. See u next 1362
meeting. 1362

Ss (R: ack) : yes miss 1363

T : assamualaikum 1364

Ss : waalaikumsalam. 1365

(LAW, CLASS D, 2ND MEETING)

FEMALE TEACHER

T	: assalamualaikum	1366
Ss	: waalaikumsalam	1367
T (I: inf)	: let's have your attendance list	1368
	(absence)	1369
T (I: dir)	: jangan terlalu di belakang duduknya. Dekat sini	1370
Ss (R: rea)	: (moving close to the teacher	1371
T (I: el)	: how about your middle test?	1372
Fs (R: rep)	: everything fine miss	1373
Ms (R: rep)	: mmm good miss	1374
T (F: acc)	: okay good	1375
T (I: el)	: miss mau nanya, kalian udah pernah jualan?	1376
Ms (I: el)	: jualan?	1377
T (R: rep)	: yes, jualan.	1378
T (I: el)	: have you ever sell something anyone here?	1379
LS (R: rep)	: mmm no	1380
Fs (R: rep)	: tidak pernah miss	1381
T (I: inf)	: so today we will learn about promoting product.	1382
T (I: el)	: biasanya kalau orang jualan produk lewat apa?	1383
Fs (R: rep)	: online, chatting, fb	1384
Ms (R: rep)	: mmm itu miss instagram,	1385
T (I: el)	: kalau offline ada nggak?	1386
Fs (R: rep)	: ada juga miss.. took-toko	1387
T (I: el)	: how about the others?	1388
Ms (R: rep)	: lewat telpon, pake pulsa miss. And photopad	1389
T (I: el)	: apa itu photopad?	1390
Ms (R: rep)	: foto editor	1391

T (F: acc)	: oh I see	1392
T (I: el)	: how about you fariz? Pernah jualan?	1393
Ms (R: rep)	: baju	1394
T (I: el)	: masih sampai sekarang?	1395
Ms (R: rep)	: nods	1396
T (F: acc)	: okay good	1397
T (I: el)	: I wanna ask you guys from those you have sold something, or	1398
	you have ever been mmm small entrepreneur. Let's say small	1399
	entrepreneur. What do you do to make your customer buy your	1400
	product?	1400
Ms (R: rep)	: promotion	1401
T (I: el)	: what kind of promotion that you have to say?	1402
Fs (R: rep)	: keunggulan	1403
T (I: el)	: yang lain?	1404
T (I: inf)	: okay. So our topic for today is about promoting a product.	1405
T (I: el)	: sebelumnya sudah pernah belajar tentang promoting product?	1406
	Mungkin sudah pernah diajarin..	1407
Ss (R: rep)	: belum	1408
T (I: el)	: so when you want to promote your product to your customer	1409
	what would you say? Jadi misalkan kalian sudah berdiri nih	1410
	didepan customernya, pertama-tama yang kalian ucapkan apa?	1411
Fs (R: rep)	: hello miss	1412
Ms (R: rep)	: I want to promote this good product	1413
T (F: eva)	: sebelum itu? Sebelum mereka tau kalau kamu mau promosi,	1414
	kamu bilang apa?	1415
Fs (R: rep)	: assalamualaikum	1416
Ms (R: rep)	: good morning	1417
T (I: el)	: itu termasuk apa?	1418
Ms (R: rep)	: opening	1419

T (F: com)	: greeting. You have to greet your customer. Jadi pertama-tama	1420
	jika kalian ingin menarik perhatian dari customer, maka kalian	1421
	harus greet mereka dulu.	1422
T (I: el)	: so what you are saying?	1423
Fs (R: rep)	: assalamualaikum	1424
T (I: el)	: and then?	1425
Ms (R: rep)	: good morning guys,	1426
T (F: acc)	: okay,	1427
T (I: el)	: after the opening, what should you say?	1428
Ss (R)	: no response	1429
T (F: com)	: excuse me may I have your time? you ask whether they have	1430
	time for you or not after the opening.	1431
Ss (R: ack)	: oh, nods	1432
T (I: el)	: and then whatelse?	1433
Ms (R: rep)	: dari mana produknya	1434
T (I: el)	: what should you say?	1435
Ms (R: rep)	: I come from asus company	1436
Ms (R: rep)	: wardah company haha (laughing)	1437
T (F: acc)	: okay	1438
T (I: el)	: setelah introduction apa guys? Jadi kalian akan	1439
	memperkenalkan produknya sekarang. Dengan cara apa?	1440
Fs (R: rep)	: spesifcation	1441
T (I: el)	: what is the spesification of the product?	1442
Ms (R: rep)	: mmm spesifikasi barangnya sesuai jenis, ciri	1443
T (I: el)	: kalau kalian mau mengspesifikasikan suatu produk, what are	1444
	the things that you mention? Apa aja biasanya?	1445
Ms (R: rep)	: detail of the product	1446
T (I: el)	: detailnya itu yang kayak gimana?	1447
T (F: com)	: okay you can mention the size of your product. For example	1448

	this shampoo is vary in size.and the is 500 ml for example.	1449
Ss (R: ack)	: nods	1450
T (I: el)	: setelah size apa guys? Apa specification product ini hanya size saja?	1451
Ss (R: rep)	: no	1452
T (I: el)	: so what are the others? Talk about?	1453
Ms (R: rep)	: ingredients	1454
T (F: eva)	: ingredients atau?	1455
Ms (R: rep)	: materials	1456
T (F: com)	: materials. Okay so what your product made from. You have to tell because that is important. Jadi kalian harus sebutkan product kalian itu terbuat dari apa. For example it is made from honey, ginseng,	1457 1458 1459
T (I: el)	: terus apa lagi?	1460
Ms (R: rep)	: milk	1461
Fs (R: rep)	: aloevera	1462
T (I: el)	: so setelah size, material, what else?	1463
Ms (R: rep)	: warna	1464
T (F: acc)	: warna, good	1465
T (I: el)	: warna itu apa?	1467
Ss (R: rep)	: color	1468
T (F: com)	: iya. Jadi kalian harus menginformasikan bahwa kalian mempunyai macam-macam color. Karena biasanya pelanggan itu membeli sesuatu kalau ada warna favoritnya mereka.	1469 1470 1471
T (I: el)	: ada yang disini pernah jualan makanan?	1472
Ss (R: rep)	: tidak	1473
T (F: com)	: kalau jual makanan kalian bisa promosikan tastenya, jadi rasa apa yang kalian jual. For example watermelon, apple, banana	1475 1475
Ms (I: el)	: banana? Banana jus?	1476

T (R: rep)	: iya banana jus	1477
T (I: el)	: okay after specification of product apa lagi guys..	1478
Ms (R: rep)	: function	1479
T (I: el)	: apa itu function?	1480
Ms (R: rep)	: fungsi	1481
T (F: acc)	: okay, the function	1482
T (I: el)	: setelah function apa guys?	1483
Fs (R: rep)	: harga	1484
T (I: el)	: what is harga in English?	1485
Fs (R: rep)	: price	1486
Ms (R: rep)	: price	1487
T (I: el)	: contohnya apa?	1488
Ms (R: rep)	: shampoo ini harganya seribu	1489
T (F: com)	: okay the product is cheaper	1490
T (I: el)	: what is cheaper?	1491
Ss (R: rep)	: murah	1492
T (F: acc)	: yeah	1493
T (I: el)	: setelah itu apa?	1494
Fs (R: rep)	: kelebihan produk	1495
T (I: el)	: contohnya?	1496
Ms (R: rep)	: shampoo ini bisa membuat rambut lurus haha (laughing)	1497
T (I: el)	: and then?	1498
Fs (R: rep)	: shampoo ini wangi	1499
T (F: acc)	: hmmm	1500
T (I: el)	: sampai disini ada pertanyaan?	1501
Ss (R: rep)	: no	1502
T (I: el)	: so setelah kelebihan apa lagi? Cara mereka menghubungi kamu gimana?	1503 1503
Ms (R: rep)	: bisa lewat wa,	1504

T (I: el)	: so you have to what?	1505
Ms (R: rep)	: give number	1506
T (F: com)	: give your phone number. Jadi sewaktu-waktu mereka	1507
	mau menghubungi, mereka bisa kontak.	1508
T (I: el)	: yang berikut? Sebelum terakhir?	1509
Ss (R)	: no response	1510
T (R: rep)	: motto or your magic word. So you have to have one thing that	1511
	make your customer always remember about your product. For	1512
	example it'll blow your mind away	1513
T (I: el)	: apa itu blow your mind away? Maksudnya apa ini?	1514
Ms (R: rep)	: membuat kamu fly	1515
T (F: com)	: ini akan membuat kamu lupa diri. Jadi setelah makan ini kamu	1516
	akan lupa diri karena saking enakunya.	1517
Ss	: haha (laughing)	1518
T (I: el)	: yang terakhir apa?	1519
Ss (R: rep)	: closing	1520
T (I: el)	: apa yang harus kalian katakana di sesi terakhir ini?	1521
Ms (R: rep)	: assalamualaikum	1522
T (F: eva)	: sebelum itu?	1523
Fs (R: rep)	: thank you	1524
T (F: acc, com)	: yeah thank for listening me, thank you for your time, baru	1525
	assalamualaikum.	1526
Ss (R: ack)	: nods	1527
T (I: el)	: sampai disini ada pertanyaan?	1528
Ss (R: rep)	: no	1529
T (I: inf)	: okay so your assignment for next week is preparing one	1530
	product and then you have to promote it.	1531
Ss (R: ack)	: no response	1532
Fs (I: el)	: next week presentation miss?	1533

T (R: rep)	: yes, present it for me and your friends. Produknya free	1534
Ss (R: ack)	: oh ok miss	1535
T (I: el)	: is it clear?	1536
Ss (R: rep)	: yes miss	1537
T (F: acc)	: okay good.	1538
T (I: inf)	: See you next week. Assalamualaikum	1539
Ss	: waalaikumsalam.	1540



APPENDIX 2

(OBSERVATION FIELD NOTES)

Observation field notes

Date	: March, 26, 2018 & April, 16, 2018
Time	: 13.00
Class	: psychology (Class A)
Duration	: 100 minutes (per meeting)
the observed Lecturer	: Prasetyono Herdianto, S.Pd
gender	: Male
IRF patterns and gender differences	
Note:	
<ol style="list-style-type: none">1. The class was active because the learners were actively involved2. All of the IRF patterns used by the teacher and learners3. The teacher used many elicitation to examine the learners' knowledge as the first move4. The teacher interact equally to both male and female learners5. The learners were active in answering those questions6. The teacher provided equal feedback such as accept, evaluate, and comment toward the learners' answer.7. Between the male and female learners, all of them have the equal response towards the teacher's initiation, all of them were actively involved during the classroom interaction.8. The total number of the learners are 27, the male learners are 8 and females are 19	

Observation field notes

Date	: March, 27, 2018 & April, 16, 2018
Time	: 14.30
Class	: Law (Class D)
Duration	: 100 minutes (per meeting)
the observed Lecturer	: Titik Puspitasari, S.Pd
gender	: Female
IRF patterns and gender differences	
Note:	
<ol style="list-style-type: none">1. The class was active because the learners were actively involved2. All of the IRF patterns used by the teacher and learners3. The teacher used many elicitation to examine the learners' knowledge4. There were a lot of questions delivered by the teachers when the learners were presenting, but there were limited feedback5. The male learners were more active in responding the teacher's initiation because the teacher tended to ask more question to males6. The total number of the learners are 22, males are 12 and females are 10	

Observation field notes

Date	: March, 29, 2018 & April, 19, 2018
Time	: 07.00
Class	: Law (Class A)
Duration	: 100 minutes (per meeting)
the observed Lecturer	: Dwicky Fandi Setyabudi, S.Pd
gender	: Male
IRF patterns and gender differences	
Note:	<ol style="list-style-type: none">1. The class was active because the learners were actively involved2. All of the IRF patterns used by the teachers and learners3. For the Initiation move, the teacher used more elicitation to examine the learners' knowledge4. The learners provided more reply act to respond the teachers' elicitation5. The teacher delivered equal initiation to the male and female learners6. Both male and female learners, they have the equal responses towards the teachers' first move7. Towards the learners' reply, the teacher delivered a lot of feedback8. The total number of the learners are 26, males are 11 and females are 15

Observation field notes

Date	: March, 29, 2018 & April, 19, 2018
Time	: 10.20
Class	: Psychology (Class C)
Duration	: 100 minutes (per meeting)
the observed Lecturer	: Arum Kusumaningtyas, S.Pd
gender	: Female
IRF patterns and gender differences	
Note:	
<ol style="list-style-type: none">1. The class was active because the learners were actively involved2. All of the IRF patterns used by the teacher and learners3. For the Initiation move, the teacher used more elicitation to examine the learners' knowledge4. During the learners presentation, the teacher asked a lot of questions but delivered limited feedback5. The teacher interact more with male learners6. The male learners provided more reply act to respond the teachers' elicitation7. Towards the learners' reply, the teacher delivered limited feedback8. The total number of the learners are 25, males are 15 and females are 10	

APPENDIX 3

(INTERVIEW RESULT)

(The interview result with male teachers)

The questions for this instrument are from what I have observed during the lesson. Please give your explanation.

1. As I was observing the lesson, the learners were actively involved by giving good behaviors. What do you think, it could be a contributing factor to the lesson?

Answer: In my own perspective, it will be a good factor by involving learners in classroom activity. It is because I am trying to implement a learner-centered learning. As it is also suggested by LC director. SCL can drag learners into an enjoyable learning atmosphere and I do hope that SCL can avoid learners' boredom in learning English.

2. You repeated what was discussed in the previous lesson. What made you to repeat this particular aspect of the lesson?

Answer: I always do the same thing to all my classes, I call it recalling session or review. My purpose is to remind them about what they have learnt consequently they can acquire what they have got beforehand. As a fact reveals that the learners have many subjects to learn in one semester and they have a lot of hectic moments as well. It will be a main problem for teacher if the previous lesson is forgotten.

3. So you just want to remind them?

Answer: Yes, so they will always remember the lesson that they have learned.

4. I saw that you asked the learners a lot of questions such as “Fan is noun or adj.?, what is the difference between simple tense and present continuous?”. What made you asked those questions? What was the purpose?

Answer: I just want to know whether they understand or not, because as we know that learners’ knowledge is still low especially in English. Another reason is I want to make them participate in the classroom.

5. So actually you have already known the answer right? Just because you want to examine their comprehending so you asked those questions?

Answer: Yes exactly.

6. I heard that you asked the learners to inform their friends to come in the class before seven minutes. Besides, you also requested the learners to sit close to you. What made you give that command?

Answer: I ask them to do that so the others come soon.

7. Why you don’t just like waiting for their coming? Or let them sit close to you by themselves. Why?

Answer : No, I can’t. because if I didn’t give them the command, they will not do it. So I give them command to make them straight away did those things.

8. There were also a lot of information like the topic that will be learned or what should they do for their presentation. What made you to deliver those information? What is the function?

Answer : Overall, I just want to make them know the information related to the lesson today. I just also want to give the idea so they know what should do.

9. So you always give them the information if there is something to inform?

Answer : Yes, of course I’ll do it.

10. When the learners were not able to convey the correct answer. You provided the direct correction, for instance, “Fan is noun”. What made you to deliver the direct feedback?

Answer: If I did a direct feedback because I was trying to emphasis the answer given by their friends. As we know that the learners’ ability may vary and I just want to make them understand better than they know.

11. Besides the direct correction, sometimes you gave some comments towards the learners’ answer like “jungle has a lot of trees while forest is not”.

Answer: Just want to send them additional information, even though they have answered my question.

12. To make them understand well?

Answer: Yes, because their answer is not really right yet.

13. There were a lot of indirect corrections provided by you when the learners gave their incorrect answer like “where are you come from?” what is the correct answer guys?. What made you gave the indirect feedback?

Answer: An indirect correction aims to make learners realize their mistake by themselves (self-correction). Hopefully, they will always remember the correct answer that they find by themselves like the unfamiliar words we find by ourselves can be the words that will never be forgotten. In my opinion, correcting by themselves seem better than giving more direct correction.

14. So do you think that indirect correction will make them understand well to how give the correct answer?

Answer: Yes.

15. During the lesson, you repeated what the learner(s) has said or their answer. What made you to repeat this particular aspect of the lesson?

Answer: Sometimes, I still believe in an old-fashioned teaching techniques like repetition. It is like what I said aforementioned that I try to emphasis every sentence made by my learners. It aims to grab their attention

as well as their focus on the lesson. Furthermore, I hope they can give their response whether the sentence is correct or not.

16. When the learners used wrong grammar, you tried to correct it by yourself, or you asked them to correct it. What is your reason?

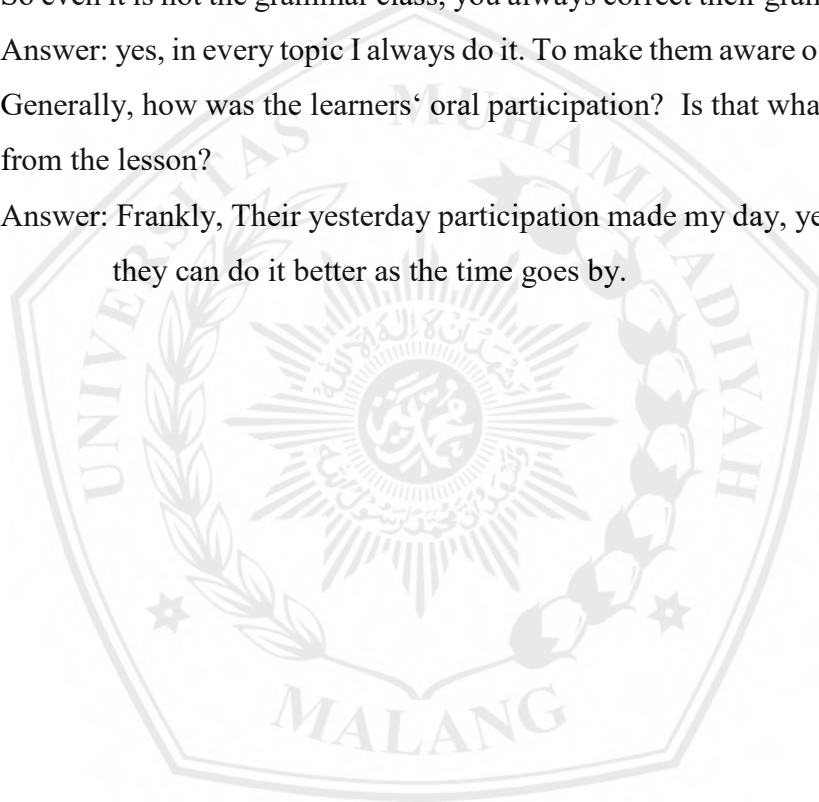
Answer: Actually, I don't want my learners to speak ungrammatically because English has its own rule. If I let them, it will give bad impact to them.

17. So even it is not the grammar class, you always correct their grammatical error?

Answer: yes, in every topic I always do it. To make them aware of their mistake.

18. Generally, how was the learners' oral participation? Is that what you expected from the lesson?

Answer: Frankly, Their yesterday participation made my day, yet I believe that they can do it better as the time goes by.



(The interview result with female teachers)

The questions for this instrument are from what I have observed during the lesson. Please give your explanation.

1. As I was observing the lesson, the learners were actively involved by giving good behaviors. What do you think, it could be a contributing factor to the lesson?

Answer: Yes, it could. Since learners good behavior closely related to their performance in classroom active participation. The success of the class can be seen from how learners response to the given activity. If they have positive behavior they will be actively engage to the activity of the class because they think that the activity match their need (they think that the skill they are learning and practicing will be helpful for their future life)

2. During the lesson, you repeated what was discussed in the previous lesson. What made you to repeat this particular aspect of the lesson?

Answer: To make sure that they are not forgetting what they are learning in the previous meeting.

3. So to check the learners' memory, you always repeated to ask the previous lesson?

Answer: Yes, I always did it.

4. When I was observing, I saw you asked the learners a lot of questions, such as, "what is the first you do when you are presenting?" What made you asked them questions or what was the purpose?

Answer: To be honest, I have already known the answer, I just want to test their knowledge, whether they understand or not.

5. How about when the learners have their presentation, you also ask a lot of questions related to their presentation. The reason is the same?

Answer: For that, I just want to make them understand well of what they have

presented.

6. Just want to make sure that they know well of what they present?

Answer: Yes, that's right.

7. During the lesson, you repeated what the learner(s) has said. For example "okay, the first is greeting, then introducing members". What made you to repeat these aspects of the lesson?

Answer: Just to make them memorize it well, when they are doing it they will not miss a thing.

8. I also saw that when the learners were not able to convey the correct answer. You provided the direct correction and it was a lot, for instance, "we will present not we will presentation". What made you to deliver the direct correction?

Answer: To remind them that what they did is wrong. If am waiting till the end they will be remember that they did it wrong. I believe that direct correction will impact them more (in a good way) other than am waiting for them to stop then I correct. Because while giving direct correction, they will also repeat what I said then it will make them memorize it well.

9. So in your class, you prefer to give the direct correction?

Answer: Yes, the reason is as I have explained.

10. How about the indirect correction, because I also found it several in your class.

Answer: Yeah sometimes I used it.

11. Between the direct and indirect correction, which one do you prefer to use?

Answer: Well, I always give more direct correction, as I have explained just now.

12. During the lesson, I saw sometimes when the learners answer your question, you did not give them feedback. Is it because their answer was correct or?

Answer: Yes, I think not too important so I did not give them feedback. Because their answer was correct.

13. So you believed that even you did not give them feedback, they will know that their answer were correct?

Answer: Yes, because if their answer were incorrect I perhaps give them feedback. So I think they have already known.

14. When the learners spoke with the wrong grammar, you did not give the correction? What is the reason?

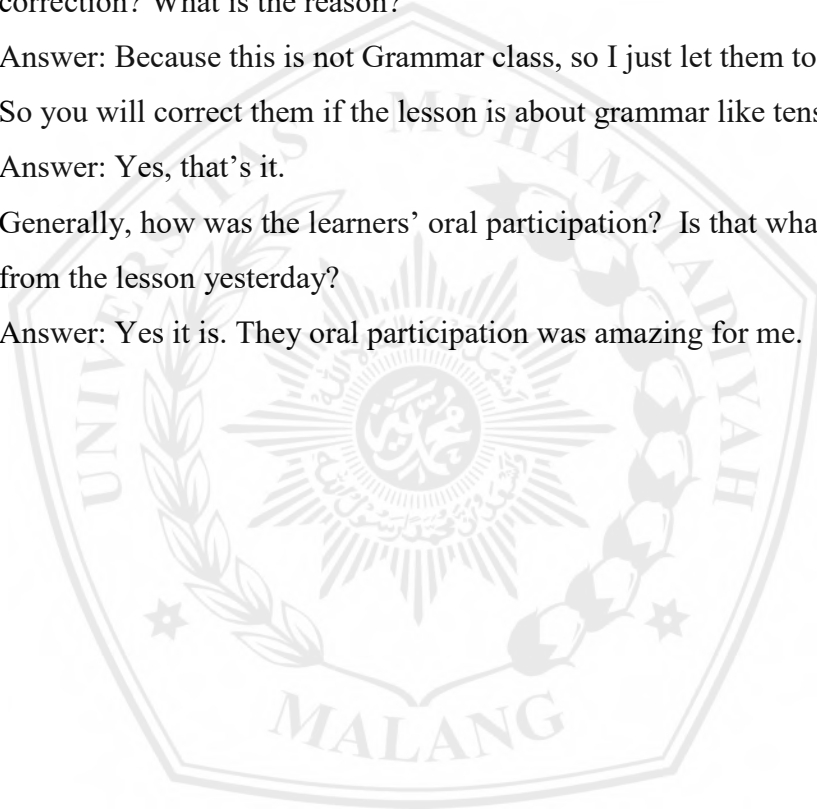
Answer: Because this is not Grammar class, so I just let them to speak.

15. So you will correct them if the lesson is about grammar like tenses, isn't it?

Answer: Yes, that's it.

16. Generally, how was the learners' oral participation? Is that what you expected from the lesson yesterday?

Answer: Yes it is. They oral participation was amazing for me.



(The interview result with female & male learners)

The questions for this instrument are from what I have observed during the lesson.

1. As I was observing you were actively involved in the classroom. What made so enthusiastic?

Answer: (Female learners) I always enjoyed the lesson, so it made me more enthusiastic.

(Male learners) because I came here to study, so I have to enthusiastic in attending the lesson.

2. When the teachers asked some questions, you were straight away answer the questions. Even you almost answered all the questions. Is there any purpose behind that?

Answer : (Female learners) yeah, I answered it because I know the answer, and why I always gave the answer because I know it, so I have to talk. I gave my answer just to respond the teachers' question

(Male learners) I think I have the same idea. Another reason is I want to make my English good so I tried to active by answering the questions.

3. So it means that you want to show that you know, you understand, that is why you answered it? And also you want to improve your English?

Answer: (Female learners) yes miss.

(Male learners) yes that's right.

4. When you have answered the teachers' question, do you need feedback from the teachers?

Answer : (Female & Male learners) yes.

5. Why do you need it?

Answer : (Female learners) because sometimes I made mistake so I want to know the correct one

(Male learners) of course yes, even my answer is correct, I need it because I want to make sure that my answer is correct.

6. I saw that when the teachers gave some information, you nodded while saying “yes’, okay”. What made to deliver it?

Answer: (Female learners) actually because I have understood that information.

(Male learners) same, because I have heard so I was like that.

7. It means that you have listened and understood what the teachers’ said, so gave your response like that?

Answer : (Female & Male learners) yes.

8. Another question, when the teachers give you a command, for instance, “please take a piece of paper” and you immediately did it. What made you do it?

Answer: (Female learners) because I am a learner so after I heard the teachers’ command I directly did it.

(Male learners) I just follow the teachers’ command.

9. During the lesson, I saw sometimes you asked the teachers’ some questions. Is there any reason?

Answer: (Female learners) yes, the reason is because I want to get the information from the teachers

(Male learners) actually, I asked the questions if there is something unclear or something that I do not understand, that’s is why I asked because I want to get the clear information from the teachers.

10. Generally, if there something that you do not understand right?

Answer : (female & male learners) yes.

11. How was the lesson today, did you enjoy?

Answer: (female learners) I enjoyed the lesson

(male learners) yes, of course.



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12 Januari 2018

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Kepada : **Yth. Wakil Direktur I Pascasarjana**
Universitas Muhammadiyah Malang
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Assalamu'alaikum Wr.Wb

Dengan hormat, menindaklanjuti surat saudara nomor : E.7.d/0404/PPs-UMM/I/2018 tertanggal 25 Januari 2018 perihal sebagaimana pada pokok surat, maka dengan ini kami sampaikan bahwa pada prinsipnya kami mengijinkan mahasiswa saudara :

Nama : **Oktaviana M.F.Q Babe**

NIM : **2016105600211007**

Program Studi : **Magister Pendidikan Bahasa Inggris**

untuk melaksanakan observasi dosen pengajar Bahasa Inggris di Kantor Lembaga Bahasa Universitas Muhammadiyah Malang,

Adapun judul penelitian tersebut adalah :

"Initiation, Response, And Feedback Used in ESP Classer"

Demikian balasan kami atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb



Dr. Syamsul Arifin, M.Si

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4. Kepala Lembaga Bahasa
5. Ka.Prodi Magister Pend.Bhs.Inggris
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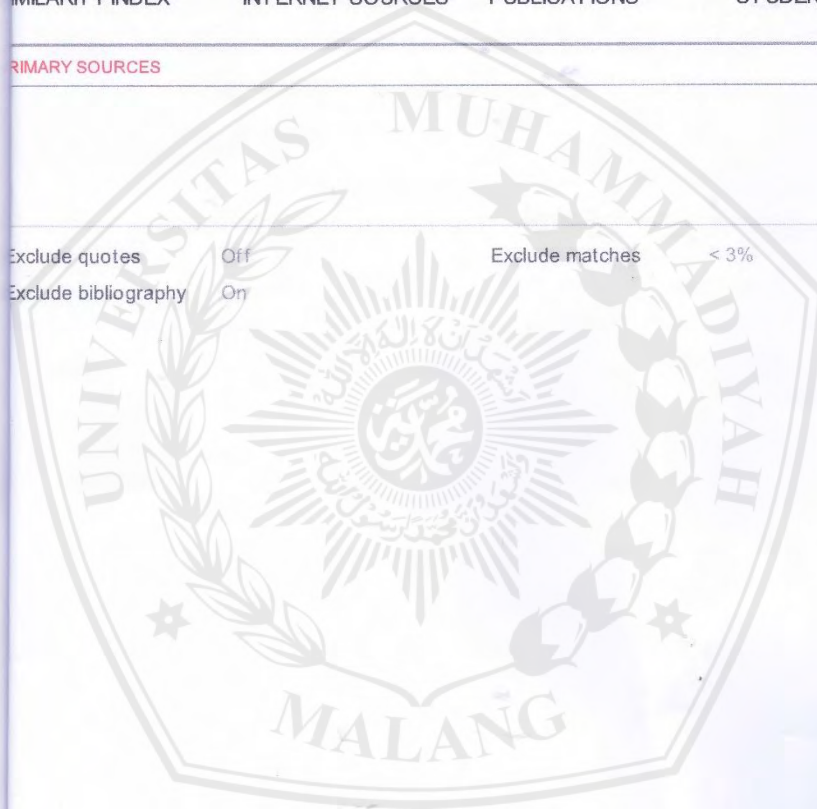
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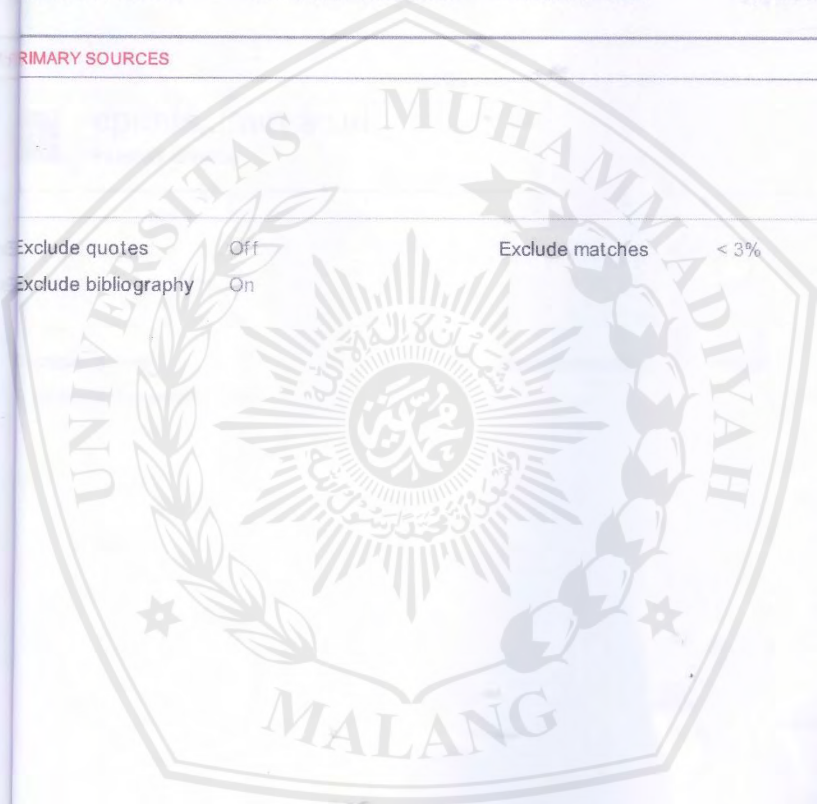
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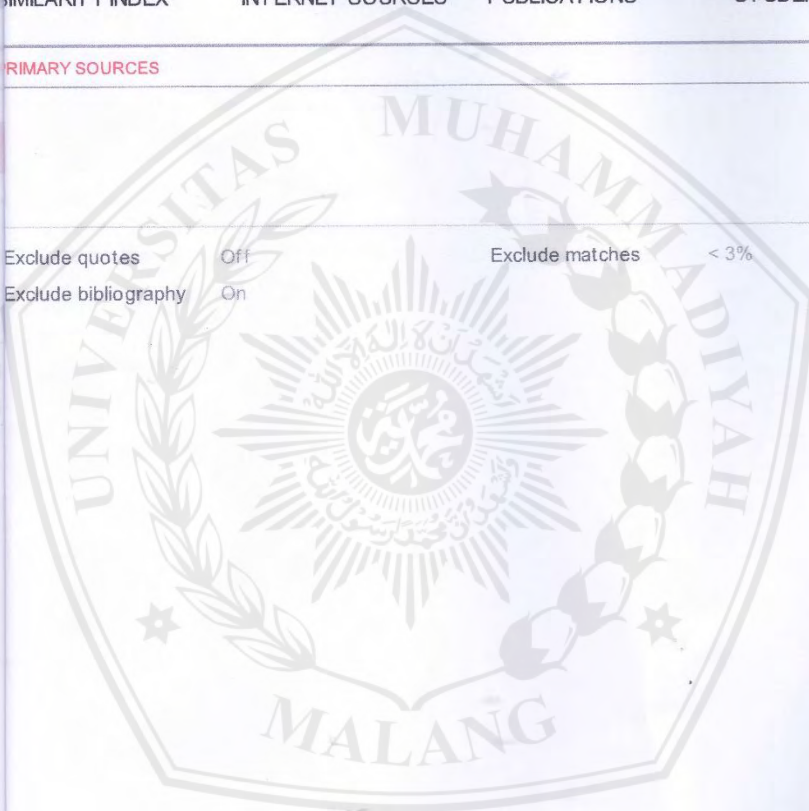
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